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AUTHOR Adams, Fred B.; Albright, William U.
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ABSTRACT

This guide contains detailed instructions for classroom guidance activities in grades 7 through 12 to provide a continuous, sequential career development program. Instructional units with specific objectives, suggested activities, worksheets, handouts, forms, evaluations, and a bibliography are provided for each grade level. The seventh grade unit introduces the Office of Education Cluster Classification System as a basis for exploring the world of work. The eighth grade unit focuses on self-appraisal and decision-making. A student Career Folder and an Educational/Career Profile on which each student may plot a tentative course selection for high school are described. The ninth grade unit continues to emphasize decision-making, with attention to the personal interests, aptitudes, and values of each student. A unit on Job-Acquisition Skills is provided for the tenth grade students. Job retention skills including communication and human relations training are included in the eleventh grade unit. The twelfth grade unit attempts to help the seniors choose appropriate postsecondary education or employment alternatives. A Senior Survey form is also provided as a planning guide for both students and counselors. (Author/NRB)

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CAREER DEVELOPMENT PROGRAM:

A Component of the Developmental Guidance Program Grades 7 - 12

Fred B. Adams
William U. Albright

Winston-Salem/Forsyth County Schools
Winston-Salem, NC

1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Fred B. Adams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SEVENTH GRADE CAREER DEVELOPMENT PROGRAM

Junior high school counselors will implement this program in cooperation with the health teachers in their school. The program is designed to take five to seven class periods and will be conducted during the periods students are scheduled for health.

Schedule

While it is left to the discretion of each school to fit this program into the structure of the health curriculum, two important considerations should be observed:

(1) The program should be completed early in the school year so that students will have an understanding of the cluster system while they are participating in the curriculum correlation activities.
(2) The program should be taught as a unit rather than as individual activities.

Grading

Because the Career Development Program is a guidance activity, it is desirable to avoid any qualitative evaluation in grading student participation. If the health teacher wishes to include the students' participation in calculating the health grade, each student should be given credit for satisfactory work unless he/she has totally refused to cooperate.

Alternate Activities

Counselors and teachers are encouraged to be innovative and creative, substituting other activities which meet the objectives of the unit and are more appropriate for individual classes. The activities utilized in a particular class and the length of the total unit may vary according to the needs of the class. The activities included in the guide are diverse enough to allow some flexibility; all of them do not need to be used with each class.

Acknowledgments

The activities for this unit were drawn from the Winston-Salem/Forsyth County schools Middle Grades Occupational Exploration Program developed by Brenda Molnar, Bill Moser, Marjorie Nifong, Sally Bost, and Kate Berry.

Fred B. Adams
Assistant Superintendent of
Pupil Personnel Services

Bill Albright
Vocational Guidance and Placement Counselor

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UNIT: INTRODUCTION TO THE OCCUPATIONAL CLUSTER CONCEPT

Objectives: (1) Each student will have the opportunity to explore the cluster concept through games, activities, and research
(2) Each student will add to his/her vocabulary words and terms relevant to learning about occupations

Lecturette:

There are more than 20,000 specific occupations identified in the Dictionary of Occupational Titles. It is mind-boggling to think of trying to learn about each one of those occupations in your exploration of careers, yet you don't want to leave out any of them for fear of missing one which would be just right for you.

The U. S. Office of Education has grouped these 20,000 jobs into 15 occupational clusters. The jobs in each cluster are related in the following ways:

(1) The kind of environment in which people work is similar in all jobs in the cluster.
(2) The kind of work the people do is similar or related.
(3) The special skills and vocabulary associated with the occupations are similar.

This system of clusters can be compared to the kind of system used in a library to help you locate books of interest to you. It is much simpler and doesn't use numbers, but it works the same way. The jobs similar to each other are grouped together just as books of similar kinds are found together on the library shelves.

I will tell you from the beginning that this isn't a perfect system and it is quite possible that a particular job really might fit into several of the clusters. As we go through these activities, I hope you will look for examples of jobs which do fit into more than one cluster.

Activity: Occupational Concentration

Directions:
(1) Prepare 2 sets of 3" x 5" cards on which the names of the occupational clusters are written (one cluster per card). Label two additional cards "Wild Card". Randomly number each of the cards on the reverse side from 1 to 32.

(2) Place the occupational cards face down (with numbers showing) in five horizontal rows with 6 cards in each row. (See Activity Sheet A-1)

(3) Player #1 picks any two numbers and is shown the cluster area listed on the opposite side by the moderator. If they match, he/she takes those two as a match and removes them from the playing board. If they do not match, the cards are returned to the playing area face down.

(4) The two wild cards on the board will match any of the other occupational cards.

(5) If a player makes a match, he/she may continue to make selections as long as matches are made.

(6) The game ends when all possible matches have been made, and the player with the most matches is the winner.

Activity: Pretest - 15 Career Clusters

Directions: Distribute Activity Sheet A-2, "Pretest - 15 Career Clusters".

Have students attempt to match the clusters with the examples of occupations listed.

Activity: Flower Cluster Game

Directions:

(1) Cut circles from colored construction paper for flower centers. Write the names of the clusters on these circles.

(2) Cut out flower petals from construction paper and write the names of occupations on them.

(3) Paste the occupations/petals on the appropriate center/cluster.

(4) Post completed flowers on bulletin board for duration of unit.

Activity: Occupational Cluster Mobiles

Directions:

(1) Under each of the 15 job cluster headings, brainstorm and list as many job titles as possible which fall under each heading.

(2) Have students, working alone or in pairs, choose a job cluster to work with for their mobiles.

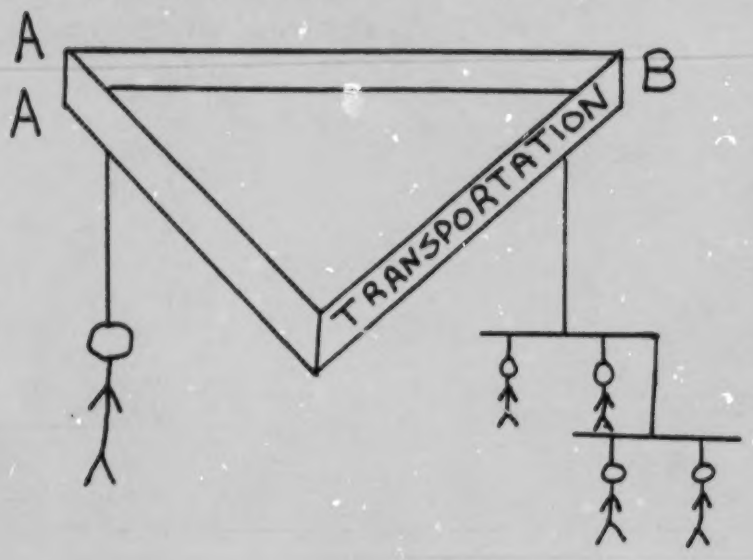
(3) Distribute to each student (or pair) 3 strips of cardboard or tagboard put into 3" x 10" lengths.

(4) On one strip, students print the name of the cluster heading on which they are working. On that strip and on the other two, students illustrate examples of workers within the job cluster.

(5) When the strips are illustrated, they are attached (by glue or staples) at points A, B, and C to form a triangle. (See diagram)

(6) People of various shapes and sizes are cut from construction paper. They should be decorated in attire appropriate to a job within the cluster and labeled as to the job they represent.

(7) The workers are attached to the mobile structure with different lengths of string and wire and arranged so that the mobile is balanced.



Activity: Cluster Game

Directions: The Valuing Approach to Career Education contains directions and materials for a cluster game and a number of variations.

These games may be the most useful of the activities suggested for helping students learn the clusters.

Activity: Audio Visual Approaches to the Cluster Concept

Directions:

(1) Show the 16 mm film Welcome to the Working World (#1235).

(2) Show filmstrips from the Discovery kit (Scholastic):

(a) Looking at Career Fields
(b) On the Road and in the Plant
(c) More Career Fields
(d) Other Career Fields

(3) Show the introductory filmstrip from Livelyhoods: Careers for Your Lifestyle (Time Share). Then, allow individuals or small groups to view filmstrips in the series on clusters of their choice.

(4) Show the introductory filmstrip from Career for Tomorrow (American Learning Systems). Allow individuals or small groups to view other filmstrips in the series on clusters of their choice.

(5) Have students use Activity Sheets A-3 "Film/Filmstrip Review" and A-4 "Important Things to Look For in Studying Occupations" as they view the filmstrips of their choice.

Activity: The Old Woman Who Lived in a Shoe

Directions: This skit requires the following characters:

Mother
Communications 1
Communications 2
Business and Office 1
Business and Office 2
Marketing 1
Marketing 2
Narrator
Transportation
Construction
Director of Occupations
Marine Science
Health Careers

(A giant shoe is constructed from cardboard and placed in the background with appropriate flowers and other decorations arranged to provide a pleasing setting for presenting the skit.)

(Mother comes from out in the audience and talks as she approaches her work table of plants. Loud music and fussing are heard inside the shoe.)

MOTHER: I am so tired. . . These Mondays are really getting next to me. I always have more work to do on Mondays. . .Uh, yesterday was Mother's Day, and I thought all 15 of my children had decided to be more helpful around here, but today it's the same old rut. . .I guess maybe they have forgotten. . .well, Mother's Day is an especially nice time, but. . .oh. . .my that phone. . .Somebody please answer that phone. . .(Telephone rings several times inside the shoe.)

COMMUNICATION AND MEDIA

COM. 1: I'll get it.

COM. 2: No, I'll get it!

COM. 1: You're always hogging the phone!

COM. 2: I don't!. . .Hello. . .No, He's not here. He won't be here til late this afternoon around 8:30.

COM. 1: What was that all about?

COM. 2: It was only the telephone operator. Wayne had a long distance phone call.

COM. 1: I wish you would let me answer the phone from now on. . .It just so happens I want to be a telephone operator, and I need to get all the experience I can. I know you need a pleasant voice, and you have to be patient with people. . .

COM. 2: You? Be a telephone operator? There's certainly no chance to develop either of those skills around this shoe when all the gang is here. Most of the time you have to fight for your own survival. I wouldn't like all that yacketing with the public. . .But you're good at that . . .I'm going to stick to my writing. . .who knows. . .I may become a famous writer someday. . .

COM. 1: Well. . .From what I hear and read. . .The employment outlook in communication and media occupations is very good!

(Typing is heard near a window of the shoe.)

BUSINESS AND OFFICE

BUS. OFF. 1: You two get out of here talking. Can't you see I'm busy.

BUS. OFF. 2: Come on _____, I want to go to the park.

BUS. OFF. 1: Hush, I'm doing some extra typing for my boss. I'm working for a promotion.

BUS. OFF. 2: Typing! How boring! What makes you so all fired excited about that?

BUS. OFF. 1: Remember that Career Exploration Program and I. V. at the Junior High School? That's where I first started looking at business and office occupations.

BUS. OFF. 2: I'll stick to my baby dolls!

BUS. OFF. 1: Don't be childish! Do you realize a beginning typist can earn $100 a week? And if I learn shorthand I can go on to a higher position such as a stenographer or secretary.

BUS. OFF. 2: Wow! All that money! You'd better believe that I'm going to learn all I can about the world of work! Gee, _____ you sure are smart.

MOTHER: Girls. . .Girls. . .You better have that work all done in that shoe before time to cook supper. (One of the girls looks out the window. . .)

BUS. OFF. 2: Mother. . .I want to go to the park. . ._____ won't go with me. . .please make her stop and go with me. . .

MOTHER: You're not going anywhere! There's too much work around this place to be wasting time. . .

MARKETING AND DISTRIBUTION

MKTG. 1: What do you think you are doing?

MKTG. 2: I'm changing the record.

MKTG. 1: Well, I had that one on first and I'm going to listen to it.

MKTG. 2: You're too busy getting ready to go to work to be listening to that record and I'm dying to hear my new one. . .

MKTG. 1: You'll just have to wait until I've gone. . .

MKTG. 2: Ever since you got that stupid job you act like you can boss everyone around but you're not going to do me that way.

MKTG. 1: I'm not bossing you or anyone else around. I'm just trying to help mom. With all this fighting going on around here, it's a wonder if she's not dead! Another thing - my job is not as dumb as you think!

MKTG. 2: Well, I came down there the other day and all you were doing was standing around talking. . .

MKTG. 1: That's not what I do! I help the customers find what they need and want. . .I also keep the shelves neat and well filled. . .

MKTG. 2: Do you plan to keep shelves clean and neat all your life?

MKTG. 1: I want you to know that keeping those shelves clean is very important to the company and customers, and besides, I like to wait on people and make them happy.

MKTG. 2: You still haven't answered my question. . .

MKTG. 1: No, I don't plan to do this all my life; I can become a department head, manager, or the owner of my own shop, and I may someday design my own clothes and you may even wear them.

MKTG. 2: I wouldn't want to wear your clothes.

MKTG. 1: Then, why do you wear my shirts all the time?

MKTG. 2: The same reason you wear my shoes I guess. . .

MKTG. 1: Why don't you just quit this fussing. . .I haven't got the time to listen. . .Go on and play your old record. . .

NARR.: Yes. . .Helping keep the world better informed, educated, and entertained is what <u>communication and media</u> work is all about. Practically everything we use in our daily life, from ice cream to automobiles, and even our books in school, has been brought to us by people working in <u>marketing and distribution</u> jobs. <u>Business and office</u> may be just for you if you are interested in working in pleasant, comfortable surroundings.

(A portion of this was taken from Popeye Series by King Features, Inc.)

MOTHER: _____, instead of working on that bike, why don't you come over here and help me work in the garden?

TRANSPORTATION

TRANS.: This is important. . .I enjoy fixing my bike. . .who knows? This type of work may make me a good salary in the future. . .

MOTHER: I don't see how all that grease and grit could have anything to do with your career.

TRANS.: Mom, working on my bike could lead to my becoming an aircraft mechanic at the airport.

MOTHER: _____, why don't you stop daydreaming and come help me in the garden? (Mother moves around placing flowers.)

MOTHER: (Shocking tone of voice) What. . .in the. . .world are you doing?

CONSTRUCTION

CONSTR.: I'm going to brick our shoe. It looks ready to fall down.

MOTHER: Don't tell me you are becoming like your brothers. . .all this "hands-on" stuff.

CONSTR.: I took a nine-week course in bricklaying at NCJHS and I know how to lay brick.

MOTHER: You seem to have a level head on your shoulders. . .S-a-a-y. . .I noticed the other side of the heel was running over and causing the shoe to tilt backwards,. . .and up near the end of the toe the sole is almost bare,. . .in fact,. . .you can almost see the earth underneath . . .Are they teaching you anything about carpentry. . .or plumbing? . . .Oh, my, for the past two weeks everytime we flush the commode, water leaks all over the bathroom floor. . .I guess I'm going to have to just replace our shoe lace; we have repaired it so many times. . . I'm afraid to risk it much longer.

CONSTR.: Remember that brick planter at school that you were admiring the other day. . .the one where the tulips were in full bloom?

MOTHER: Yes. . .

CONSTR.: We built that. . .plus other small projects. . .

MOTHER: I know it would save us some money if you could do the labor yourself. Well, at least some of you are learning something worthwhile in the public schools today. Maybe when _____ comes home for college this summer, he can help you to get the job completed. (Mother turns to go around the shoe when she meets a well-dressed lady.)

DIRECTOR OF OCCUPATIONS

DIRECTOR: Hello. . ., I'm Mrs. Curtis,. . .the part-time Occupational Director for the Newton-Conover School Unit. Could I please talk with you about one of your girls, Karen?

MOTHER: Why. . .yes,. . .I'm happy to meet you. . .I'm Mrs. Johnson. . . Won't you sit down and rest for a spell? Please don't pay any attention to the way I am dressed. It has been a very busy day for me. . . Karen isn't in any trouble is she? It is really hard for me to keep up with all these children. . .

DIRECTOR: No,. . .there is no trouble. . .Karen is a fine student. . .we are planning a cultural arts festival at the Newton-Conover High School and I wondered if. . .

MOTHER: There goes that music again. . .that's all I hear around this place. . . Karen says that. . .that crazy wiggling is a fine art, but that does not look so fine to me. Do you know what Karen went and did? She saved her allowance from Christmas until three weeks ago. . .and I decided to let her go to town. . .I thought she was going to purchase a new dress and pair of shoes to wear to church, but,. . .of all the nerve,. . .here she came back with some little outfit that looks like a bathing suit with a few fringes and the loudest sounding shoes. . .she spent all $26.00. . .I was really upset with her. . .

DIRECTOR: Yes, I know how you feel. Some of her teachers at school say that Karen has talent in dancing and this definitely is a fine art. Mrs. Johnson, Karen could possibly become a professional dancer or may also become a dancing teacher. All the practice she can get now will be to her advantage later in life.

MOTHER: I know but just listen to all that loud music. How could anyone stand it? I can hardly believe what the neighbors are thinking. . .

DIRECTOR: Well, I'd like to see what Karen can do. . .

MOTHER: Karen,. . .someone out here wants to see your performance. . .(Music plays as Karen does her dance.)

NARR.: Anything that does not grow or is not created by nature must be made by man. Whether these products are made by hand or machinery, by one man, or many, this process is called manufacturing. Moving people and goods across land, air, and sea. . .fast, safely and economically is what transportation is all about. There is personal dignity, financial reward, and satisfaction in a job well done, and an awareness that any job, no matter how seemingly unimportant, is vital to the support of people in other jobs. The jobs included in construction, manufacturing. transportation and fine arts are all very important. (Boy enters in back of cafeteria.)

MOTHER: That good-for-nothing boy!. . .He's been gone all day and hasn't done a single thing around the shoe (Boy is beside Mother and she starts to talk to him.) (In a high tone of voice) Where have you been?. . . Have you been down to that lake again?

MARINE SCIENCE

MARINE S: Yes, mom.

MOTHER: Oh Wayne, you know how I hate for you to go down there. You remember last week I said you couldn't go down there anymore. You know you can't swim very well.

MARINE S: But mom,. . .you know how much I like going down to the waterfront and observing the plant and animal life.

MOTHER: Yes, and if you fall in you'll be the plant and animal life.

MARINE S: But mother, you don't understand. I'm trying to learn as much as I can about animal and plant life so that, if and when I go to college, I'll know a little bit about oceanography. You know I want to be like that Jacques Cousteau fellow.

MOTHER: Who in the heck is that?

MARINE S: Oh, you know that guy who comes on T.V. every once in a while and goes under water and studies sharks and whales and all kinds of fish, and he studies plant life, too.

MOTHER: How in the heck are you going to do that Wayne, you don't know how to swim. . .

MARINE S: But mother,. . .I can learn how to swim;. . .I can already swim a little.

MOTHER: No, I don't want you doing anything like that. You just stick to what you've been doing in school.

MARINE S: But that's where I learned it at. . .

MOTHER: What classes do you have that would teach something like that?

MARINE S: Don't you remember, I'm in the I. V. Program at school?

MOTHER: Yes, I remember, but what does that have to do with it? What is that big word you used?

MARINE S: Oceanography.

MOTHER: Yes that's it.

MARINE S: Well, in the I. V. Program, they teach you about all the different kinds of jobs you can do when you grow up, and one of the books they use is the OCCUPATIONAL OUTLOOK HANDBOOK. It's published every two years by the U. S. Department of Labor. Well, I was skimming through it the other day and came across the cluster called Marine Science.

MOTHER: Hold it just one minute. . .What is a cluster?

MARINE S: Well, it's like Marine Science. Its got all the different kinds of jobs that would be related or might fit under this category. . .like aquanaut, deep sea diver, and oceanographer; you know, just what I was telling you about awhile ago.

MOTHER: Well, we'll talk about this some other time. How many fish did you catch?

MARINE S: Nine. . .boy. . .they are beauties. . .

MOTHER: My. . .boy! That's not enough to feed one person in this shoe, let alone all of us. I think before you become an oceanographer you'd better learn how to fish.

MARINE S: I swear,. . .every time I try to do something nice for the family I'm always getting put down for it. . .I simply cannot make myself work at laying brick all day or working on an assembly line. . .I love the outside. . .Perhaps you would prefer my looking at jobs in Environmental Control or Agri-business, but. . .I know. . .what I really like. . .and that's working around water. . .Marine Science has more satisfying careers for me.

HEALTH CAREERS

HEALTH C: Hey! Where is everybody?. . .I'm home. . .

MOTHER: Don. . .boy! Am I glad to see you! Were those final exams hard? I know you are glad it's over. . .

HEALTH C: Yes, I'm always glad to get a break from that med school. . .I really don't know if I can make it three more years or not. . .

MOTHER: Don, I really worry about you and your having to learn all those old books. . .I'm sure you could get a good paying job and get to stay closer home without all that worry. . .(Both sit down on lawn chairs)

HEALTH C: Mom,. . .I looked very closely at other occupations before I decided upon this career. I investigated the Consumer and Homemaking category. . . Nothing really appealed to me. At one time in an I. V. Program, I really thought Public or Personal Service would be my choice. . . The teacher that year encouraged us to keep our eyes and ears open and to continuously search for the job we would be most suited for. . . regardless of the education it required. . .I guess it was the statement. . ."There are no bad jobs, just unhappy people". . .That really stuck with me.

MOTHER: I never realized that there were really no bad jobs. . .

HEALTH C: Mom, if you're really contented with your work, you won't mind the long hours. . .It's just like your working here around this old shoe. Sometimes you complain,. . .but deep down inside I believe you love it. . .and really care.

MOTHER: I do. . .I have always cared about my home and especially about all your welfare. . .That reminds me of a song we used to sing so much when your dad was still living. "Do you really care?" It goes something like this. . .(Entire cast joins in singing, some are looking out the windows of the giant shoe, some are standing nearby and others are still seated outside.

Evaluation

(1) Have students do Activity Sheet A-2, "Pretest" again.

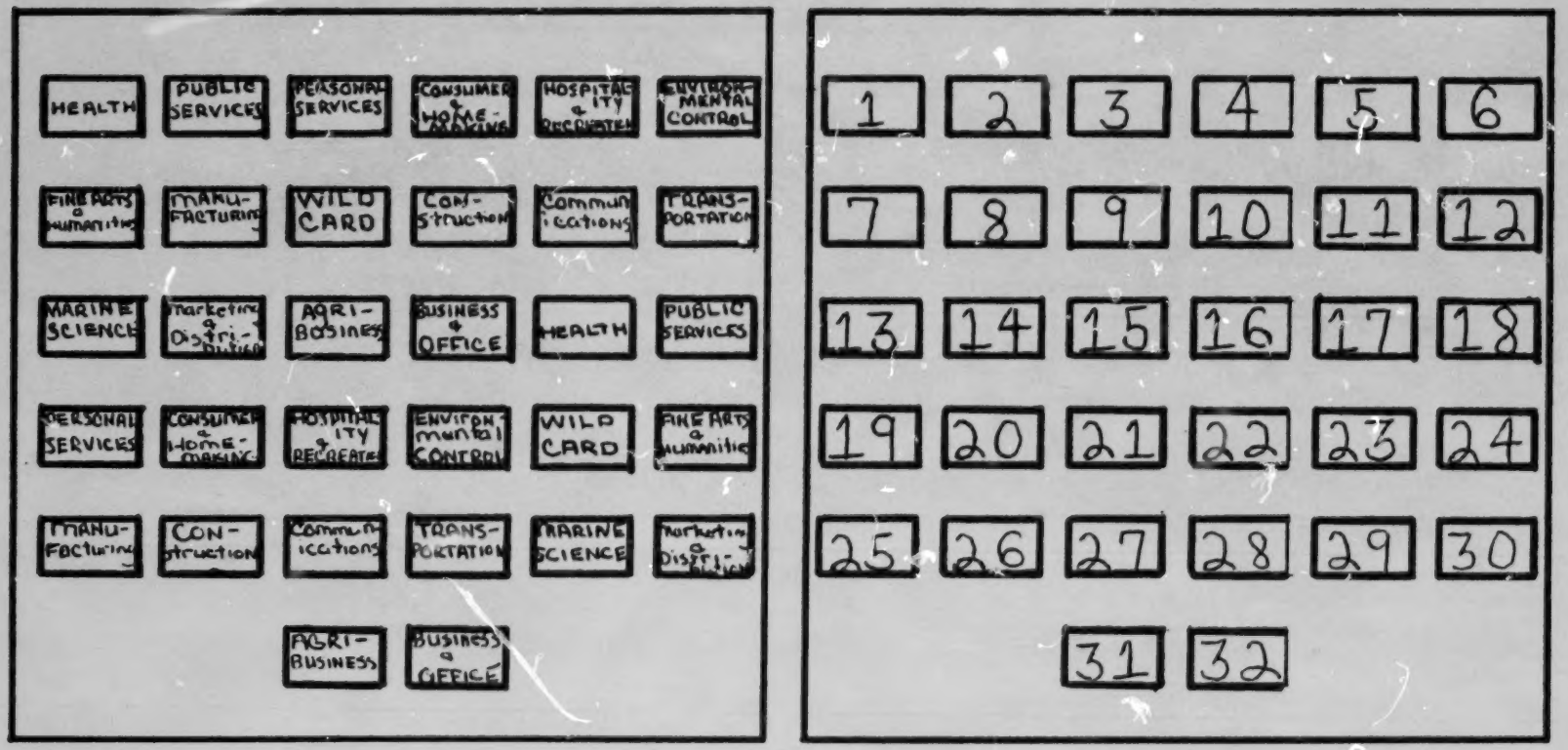
(2) Have each student list from memory all 15 clusters and give examples of two occupations under each one.

CLUSTER INFORMATION

ACTIVITY:

Playing Occupational Cluster Concentration

MATERIALS AND EQUIPMENT:



Fifteen pairs of matching occupational cluster cards (to be placed as illustrated above) made from 3" x 5" cards.

PRETEST

15 CAREER CLUSTERS

MATCHING: Column A contains 15 career clusters and Column B contains areas covered by the clusters. Match Column A with the best response for Column B.

COLUMN A	COLUMN B
1. Agri-Business and Natural Resources	_____ Commercial fisher to oceanographer
2. Business and Office	_____ Careers which render services to the general public or community
3. Communication and Media	_____ Fish and wildlife, farming, forestry, petroleum and related products
4. Construction	_____ Careers which deal with music, art, drama, and dance
5. Consumer and Homemaking Education	_____ All those careers related to the flow of goods
6. Environmental	_____ Jobs dealing with the transporting of people or goods from one place to another by means of air, land, or sea
7. Fine Arts	_____ Careers typically defined as jobs performed for a person either at home or away
8. Health Occupations	_____ Careers dealing with dissemination of information either for the public or as a personal service
9. Hospitality and Recreation	_____ Careers related to business administration, office machines, data, and office practice
10. Manufacturing	_____ Careers which deal with the ecology and the interaction of events in the natural world which affect the quality of life
11. Marine Science	_____ Careers in the following broad areas: administration and office, laboratory, dental, nursing, optical, therapy, physician and surgeon, veterinary and x-ray
12. Marketing and Distribution	_____ Experiences involving development and project planning, use of materials of construction and installations such as plumbing, purchasing of materials, real estate, and small interior furnishings
13. Personal Services	_____ Child care, housing, home furnishings, clothing and textiles, foods and nutrition
14. Public Services	_____ Careers in areas such as food services, hotels and lodging, amusement parks, sports and athletics, travel agencies, etc.
15. Transportation	_____ Research and development, products produced from materials, production systems (line/mass production), marketing and distribution, management, personnel

NAME _____

PERIOD _____

FILM/FILMSTRIP REVIEW

Title of Film: _____

1. Name of Occupation _____	1. Name of Occupation _____	1. Name of Occupation _____	1. Name of Occupation _____
2. Occupational Cluster _____	2. Occupational Cluster _____	2. Occupational Cluster _____	2. Occupational Cluster _____
3. Duties a. _____ b. _____ c. _____	3. Duties a. _____ b. _____ c. _____	3. Duties a. _____ b. _____ c. _____	3. Duties a. _____ b. _____ c. _____
4. Working Conditions a. _____ b. _____ c. _____	4. Working Conditions a. _____ b. _____ c. _____	4. Working Conditions a. _____ b. _____ c. _____	4. Working Conditions a. _____ b. _____ c. _____
5. Education Needed _____	5. Education Needed _____	5. Education Needed _____	5. Education Needed _____
6. Personal Qualifications a. _____ b. _____ c. _____	6. Personal Qualifications a. _____ b. _____ c. _____	6. Personal Qualifications a. _____ b. _____ c. _____	6. Personal Qualifications a. _____ b. _____ c. _____
7. Outlook for Employment _____	7. Outlook for Employment _____	7. Outlook for Employment _____	7. Outlook for Employment _____

IMPORTANT THINGS TO LOOK FOR IN STUDYING OCCUPATIONS

OCCUPATIONS AND CLUSTERS	WHAT DOES THE WORKER DO?	WHAT ARE THE CONDITIONS HE WORKS UNDER?	WHAT IS THE PAY?	WHAT ARE THE JOB REQUIREMENTS?	PERSONAL QUALIFICATIONS	ARE THERE OPPORTUNITIES TO GET AHEAD?
(Example) Clerk	Works behind a counter	Clean work; no heavy work; indoors	Fairly good $90 to $110 a week	Some high school; graduates have better chance	May have to work some evenings	Yes, can become department manager

Appendix I

Description and Examples of Occupations

in the

15 U. S. Office of Education Clusters

Career Cluster: Agri-Business and Natural Resources

Description: Agri-Business and Natural Resources cluster includes instruction in a variety of areas including fish and wildlife, farming, forestry, petroleum and related products, support programs and regulations, and research. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Processing and Marketing	Auctioneers, Stockyard Employees, Inspectors, Freezer Operator, Cooler Operator, Dryer Operator, Slaughterers, Cooks, Feedmill Operators, Washer Operators, Food Mixer Operators, Food Chopping Operators, Food Grinders, Packers, Food Blender Operators, and Food Cannery Operators, Meat Smokers, Graders, Truck Drivers, Grain Elevator Operators.
Farm Production	Small Grain Farmers, Vegetable Crop Farmers, Cotton Farmers, Fruit and Nut Farmers, Tobacco Farmers, Livestock Farmers, Poultry Farmers, Dairy Farmers, Fishery Operators, General Farmers, Frog Farmers, Worm Farmers, Cricket Farmers, Horticulturists, Nursery-person, Florists, Groundkeepers, Catfish Farmers, Greenhouse Workers, Milkers, Farm Managers.
Forestry	Foresters, Forestry Aides, Forest Rangers, Forest Firefighters, Pulp and Paper Technologists, Lumber Mill Operators and Workers, Fork Lift Operators, Timber Cruisers.
Agriculture Sciences	Crop-Research Scientists, Crop Scientists, Agronomists, Animal Nutritionists, Dairy Husbandmen, Ornamental Horticulturists, Soil Conservationists, Forest Ecologists, Botanists, Veterinarians, Artificial Inseminators.

Career Families	Typical Careers
Agriculture Sales and Services	Farm Equipment Mechanics, Farm Equipment Salesperson, Farm Equipment Parts Salesperson, Farm Equipment Shipping and Receiving Clerks, Farm Equipment Operators, Blacksmiths.
Land and Water Management	Turbine Operators, Boiler Operators, Licensed Merchant Marine Officers, Unlicensed Seaperson, Greenskeepers, Surveyors, Agricultural Engineers.
Minerals and Petroleum	Petroleum Geologists, Chemists, Minerologists, Paleontologists, Planetable Operators, Rodperson, Prospecting Drillers, Shooters, Engineers, Rig Builders.
State and Federal Services	County Agents, Farm Land Appraiser, Voc. Ag. Teachers.

Career Cluster: Business and Office Occupations

Description: The business and office cluster includes those careers related to business administration, office machines operation, data processing and general office functions. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Secretary and Stenographer	Legal Secretary, Medical Secretary, General Secretary, Personal or Executive Secretary, Court Reporter, Stenographer, Technical Stenographer, Receptionist, Typist, Teacher's Aide.
Accounting	Public Accountant, Private Accountant, CPA, Auditor, Controller, Budget Officer, Bookkeeper, Account Analyst, Tax Accountant.
Electronic Computer Personnel	Keypunch Operator, Data Typist, Programmer, Card Verifier, Card-to-tape Converter, Console Operator, Systems Analyst, Computing Machine Operator, Auto Data Processing, Equipment Operator.
Office Machine Operators	Billing Machine, Bookkeeping Machine, Adding and Calculating Machines, Duplicating and Mimeograph Machines.
Clerks	File, Billing, Office, Disbursing, Bank, Correspondence, Personnel, Hotel, Motel.
Cashiers	Grocery, Restaurant, Retail Store, Box Office, Credit, Tellers, Cageperson.
Business Administrators	Plant Manager, Personnel Director, Hospital Administrator, Economist, Statistician, Office Manager, Credit Manager.
Repairer	Business Machines Repairer.

Career Cluster: Communication and Media

Description: The communication and media cluster includes those careers dealing with the dissemination of information and ideas either for the public or as a personal service. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Publishing	Newspaper Editor, Newspaper Reporter, Technical Writer, Pressperson and Assistants, Stereotyper, Typesetter, Electrotyper, Photoengraver, Lithegraphic Occupations, Bookbinder, Artist, Graphic Occupations.
Broadcast	Announcer, Broadcast Technician, Ground Radio Operator, Two-way Commercial Radio Occupations, Ship and Aircraft Radio Operators, Television Occupations, Satellite Communications, Laser Beam Communications Occupations.
Information and Message Distribution	Messenger, Receptionist, Post Office Sorter and Router, Post Office Clerk, Mail Carrier, Telephone Operator, Telegraph Operator, Liner, Cable Splicer, Installer, Teletypist, Framer, Testboard Person, PBX Installer, Repairer, Telephone Answering Service Operator, Ship Signalperson.
Audio Visual	Photographer, Photographic Processor, Sign Designer, Draftsperson, Illustrator, Audio Tape Recorder Operator, Motion Picture Projectionist, Audio-Visual Specialist, Film Casting Operator, Motion Picture Occupations.

Career Cluster: Construction

Description: The cluster gives students an opportunity to study and use various applications in the area of construction. Learning experiences involve development and project planning; use of materials of construction; and deal with construction installations such as plumbing, purchasing of materials, real estate, small interior furnishings; etc. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Architect	Landscape Architect, Building Architect, Draftsperson, Designer, Decorator, Planner, Blueprint Tracer.
Engineer	Civil Engineer, Construction Engineer, Contractor, Landscape Engineer, Developer, Estimator, Surveyor.
Machinery Operator	Landscaper, Bulldozer Operator, Hoist Operator, Crane Operator, Tractor Operator, Pan Operator, Machine Mechanic.
Building Trades	Electrician, Heating and Air Condition, Fabricator, Welder, Carpenter, Cabinet-maker, Brickmason, Erector, Plumber, Finisher (wall and cement), Roofer, Insulator, Painter.
Other Related Occupations	Inspector, Labor Negotiator, Realtor, Safety Coordinator.
Bailer Maker	Layout Person, Millwright, Construction laborers, Crane Operator, Rigger Fit-Up Person, Bailer Maker, Assembly Person, Tow Motor Operator.
Painters	Production Painter, Spray Painter, Brush Painter, Steel Painter, Automotive Painter, Ceramic Spray Painter, Space Ship Painter, Water Tower Painter, Flower Painter (Crepe Paper).

Career Cluster: Consumer and Homemaking Education

Description: The consumer and homemaking cluster includes the careers of homemaking and related careers in the areas of family relations, child care, housing and home furnishings, clothing and textiles, food and nutrition. Activities related to consumer education, personal appearance, etc. are also included. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Child Care	Teacher's Aide, Elementary Teacher, Nursery Operator, Kindergarten Teacher, Kindergarten Operator, Day Care Center Worker, Aide at Children's Home, Self-Employed Child Care Worker, Camp Careers, Religious Education Workers.
Family Relations	Home Economist, Marriage Counselor, Consumer Counselor, Extension Agents, 4-H Club Workers, Case Workers.
Housing	Interior Decorator, Home and Equipment Consultant, House Managers, Laboratory Workers.
Clothing and Textiles	Research Workers, Seamstress, Laundry Workers, Textile Consultants, Dressmakers, Tailors, Alterations Workers.
Foods and Nutrition	Food Demonstration Workers, Test Kitchen, Worker with Food Companies, Dietician, Diet and Nutrition Consultant.

Career Cluster: Environmental Control Occupations

Description: Environmental control occupations are those which deal with the ecology and the interaction of events in the natural world which affect the quality of life, environmental contamination and enhancement of natural areas, as well as the impact of technology and human population on the environment. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Inspector	Air Analyst, Smoke Tester, Radiation Monitor, Sanitary Inspector, Industrial Waste Inspector.
Conservationist	Soil Conservationist and Aide, Forest Ecologist, Forest Fire Fighter, Fire Crewperson, Forest Rangers, Game Warden.
Sanitarians	Purification - Plant Operator, Sewage Disposal Engineer, Sanitary Engineer.
Meterology	Climatologist, Weather Clerk, Meterologist.
Ecology	Plant Ecologist, Animal Ecologist, Botanist, Taxonomist, Zoologist, Herpetologist, Ichthyologist, Oenithologist, Mammalogist, Plant Physiologist, Animal Physiologist, Air Pollution Engineer.
Nuclear Scientist	Radiation Monitor, Health-Physics, Technician, Personnel Monitor, Radiation Protection Person, Electronic Mechanic, Radioactivity Technician.

Career Cluster: Fine Arts Occupations

Description: Fine arts occupations are those which deal with music, art, drama, dance, art history, graphic arts, and crafts. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Art	Art Director, Cartoonist, Sketcher, Painter (Fresco, Landscape, Miniature, Mural, Oil Portrait, Statuary, and Watercolor), Painting Restorer, Sculptor, Art Teacher, Modeling, Fashion, Display Designer, Landscaper.
Drama	Stage Director, Dramatic Coach, Drama Teacher, Actor and Actress, Dramatic Reader, Story Teller, Motion Picture Narrator, Set Designer, Author.
Dance	Choreographer, Dance Instructor, Dancers (Acrobatic, Ballet, Ballroom, Chorus, Interpretive, Tap).
Music	Music Teacher, Choirmaster, Concert Singer, Choral Director, Music Director, Musical Entertainer, Musician (Instrumental), Orchestra Leader, Popular Singer, Arranger, Composer, Orchestrator.
Art History	Museum Curator, Art Researcher, Art Librarian, Art Dealer, Heraldry Artist, Art Appraiser, Painting Restorer, Art History Teacher, Archeology.
Graphic Arts	Etcher, Engraver, Lithographer, Printer, Illustrator, Commercial Artist, Photographer, Publisher, Designers (Textile, Ceramic, Product).
Crafts	Weaver (Basket, Chair Bottom, Rug, Cloth, Yarn), Woodcarver, Leather Tooler, Jewelry Maker, Cooper Tooler, Pooter, Candle Maker, Lace Maker, Quilter, Macrame Creator, Decoupager, Crocheter, Hand Knitter, Ceramics, Florist.

Career Cluster: Health Occupations

Description: The health occupations cluster includes careers in the following broad areas: administration and office, laboratory, dental, nursing, optical, therapy, physicians and surgeons, veterinary, medicine, x-ray. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Administrative and Office Personnel	Hospital Administrator, Assistant Hospital Administrator, Medical Office Assistant, Medical Secretary, Medical Records Librarian, Medical Technician, Receptionist, Ward Clerks.
Dental Personnel	Dental (D.D.), Dental Hygienist, Dental Assistant, Dental Laboratory Technician, Orthodontist.
Laboratory Personnel	Pathologist (M.D.), Medical Technologist, Medical Laboratory Technician, Tissue Technologist (Cytotechnologist), Histologic Technician, Blood Bank Technologist, C.L.A.-Certified Laboratory Assistant.
Nursing Personnel	Clinical Instructor (Teacher R.N.), General Duty-R.N., Private Duty-R.N., Staff Occupational Health Nurse-R.N., Anesthetist-R.N., Licensed Practical Nurse, Aide, Orderly, First Aid Attendant.
Optical Personnel	Optometrist, Optician, Orthoptist.
Pharmaceutical Personnel	*Anesthesiologist, Dermotologist, Gynecologist, Internist, Neurologist, Obstetrician, Ophthamologist, Orthopedic Surgeon, Osteopath, Otholaryngologist, Pediatrician, Physician Assistants, Plastic Surgeon, Psychiatrist, Surgical Assistants, Pharmacist, Dispensing Optician. *All M.D.'s except Physician Assistant and Surgical Assistant.
Therapy Personnel	Occupational Therapist, Occupational Therapist Assistant, Physical Therapist, Physical Therapist Assistant, Recreational Therapist, Musical Therapist.

Career Families	Typical Careers
Veterinary Personnel	Veterinarian, Veterinarian Parasitologist, Veterinarian Assistant.
X-ray Personnel	Radiologist (M.D.), X-ray Technician (Radiological Technologist), Radiation Therapist.
Miscellaneous Personnel	Biochemist, Chemist, Chiropractor, Chiropodist (or podiatrist), Dietician, Electroencephalography, Electrocardiograph, Electrologist, Hospital Attendants, Inhalation Therapist, Medical Social Worker, Psychologist, Sanitarians, Speech Therapist, Audiologist Companion, Public Health Nurse.

Career Cluster: Hospitality and Recreation

Description: The hospitality and recreation cluster includes careers in areas such as food service, hotels and lodgings, amusement parks, sports and athletics, travel agencies and others. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Food Service	Waiter, Waitress, Cook, Hostess, Restaurant Manager, Short-Order Cook, Caterer, Dishwasher, Busboy, Curb Girl, Bartender, Concession Worker, Soda Jerk.
Hotel and Lodging	Desk Clerk, Bellhop, Bellperson, Motel Manager, Doorperson, Elevator Operator, Information Clerk, Recreation Attendant, Hotel Maid, Social Director, Switchboard Operator, Parlor Matron.
Sports and Athletics	Referees, Umpire, Manager, Coach, Professional Athlete, Bat Boy, Score Keeper, Announcer, Trainer, Caddy, Groundskeeper, Greenskeeper, Locker Attendant, Poolroom Attendant, Boathouse Attendant, Cruise Captain, Pier Manager, Lifeguard, Swimming Instructor, Recreation Director, Time Keeper, Gate Keeper, Ticket Taker, Public Relations, Ticket Salesperson, Turnstile Attendant, Skating Rink Iceperson, Icemaker, Ushers, Golf-Range Attendant, Bowling Instructor, Tennis Court Attendant, Boat Dock Operator, Ski-Lift Operator, Ski Instructor, Swimming Pool Serviceperson, Range Master.
Amusement	Ushers, Ticket Taker, Projectionist, Amusement Ride Operator, Go-Go Girl, Emcee, Ballroom Dancer, Actor(ess), Singer, Instrumental Musician, Magician, Acrobats, Ventriloquist, Animal Impersonator.
Parks	Park Attendant, Groundskeeper, Guide, Manager, Zoo Keeper, Animal Keeper, Park Patroler.
Travel	Conductor, Travel Guide, Travel Agent, Steward(ess).
Resorts	Ski Instructor, Marine Occupations, Tour Guide.

Career Cluster: Manufacturing

Description: The cluster gives students an opportunity to study and use various applications in the area of manufacturing. Learning experiences involve research and development; products produced from materials; production systems (line/mass production); marketing and distributing; management; personnel; etc. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Engineer	Ceramic Engineer, Chemical Engineer, Electrical Engineer, Industrial Engineer, Mechanical Engineer, Metalurgy Engineer, Mining Engineer, Scientific Engineer.
Research and Development	Designer, Draftsperson, Patternmaker, Planner/Programmer, Research, Systems Analyst.
Production	Foundryperson, Millwright, Electrician, Assembler, Painter, Mechanic, Machinist, Tool and Die Maker, Set-Up Person, Layout Person, Electroplater, Upholsterer, Quality Control, Stationary Fire Fighter, Machinery Repairer, Welder-Cutter, Petroleum Extractor and Processor, Power Truck Operator, Stockperson and Parter.
Management	Chairperson-Board of Director, Director, President and Assistant to President, Vice-President in charge of: Production, Sales, Procurement, Quality Control, Safety, Research Development, Sanitation Engineer, Maintenance, Personnel Manager, Secretary and Treasurer, Plants Manager, Purchasing Supervisor, Purchasing Agent, Supervisor of Public Relations, Comptroller, Traffic Control, Legal Affairs, Line Supervisors, Department Supervisors, Store Managers, Knitting Supervisors, Dying Foreperson, Training Coordinator, Safety Coordinator, Employment Coordinator, Labor Relations.
Marketing and Distribution	Truck Drivers, Store Owners, Sales Personnel, Wholesale Dealer, Dock Workers, Inventory Clerks.

Career Cluster: Marketing and Distribution

Description: The marketing and distribution cluster includes those careers related primarily to the flow of goods and services. This is only a partial list of related careers and many more could be added based on local career opportunities.

Career Families	Typical Careers
Advertising	Advertising Manager, Copywriter, Media Director, Research Director, Commercial Artist, Public Relations Occupations, Layout Person, Window Displayer, Sign and Billboard Occupations.
Salesperson	Automobile Salesperson, Insurance Agent, Broker, Counterperson, Wholesale Trade Salesperson, Retail Salesperson, Real Estate Salesperson, Auctioneer, Telephone Solicitor, Cashier.
Merchandising	Model, Purchasing Agent, Display Artist, Fashion Designer, Inventory Clerk, Stock Clerk, Buyer, Statistician, Department Manager.
Storage and Distribution	Dock Worker, Shipping and Receiving Clerk, Loader, Unloader, Stacker, Inventory Control Personnel, Weigher, Vending Machine Occupation, Router, Retail and Residential Bagger.

Career Cluster: Marine Science Occupations

Description: Marine Science occupations are those jobs which deal directly with the animal and plant life in water. These range from the commercial fisher to the oceanographer. This is only a partial list of related careers and others should be added according to local opportunities.

Career Families	Typical Careers
Marine Scientists	Marine Biologist, Marine Geologist, Oceanographer, Meterologist, Geophysicist.
Fisher	Net Fisher, Seine Fisher, Trap Fisher, Line Fisher, Miscellaneous and Specialized Fisher.
Marine Life Farmer	Fish Farmer, Shellfish Grower, Hatcherer, Shellfish Beder, Cat Fish Farmer, Public Fish Pond Operator.
Sponge and Seaweed Gathers	Sponge Hooker, Dulser, Irish Moss Bleacher, Irish Moss Gatherer, Kelp Cutterer, Sponge Clipper.
Shellfish Gatherers	Clam Dredger, Oyster Floater, Shrimp Fisher, Pearl Diver.
Add Whaling Occupations	

Career Cluster: Personal Services

Description: The following is a partial list that indicates certain job titles identified as "personal services" types of jobs. These are typically jobs performed for a person either at home or away. Many additional job titles should be added to this list locally based on available opportunities for employment.

Career Families	Typical Careers
Residential (provided at home)	Private Household Worker, Cook, Maid, Nursemaid, Butler, Chauffeur, Laundress, Companion, Governor, Custodian, Appliance Serviceperson, Air Conditioning and Heating Repairer, Plumbing Repairer, T.V. and Radio Repairer, Interior Decorator.
Institutional	Clergyperson, Employment Counselor, Rehabilitation Counselor, Placement Officer, School Counselor.
Commercial (provided at the location of service agency)	Lawyer, Psychologist, Barber, Cosmetologist, Watch Repairer, Jewelry Repairer, Funeral Director, Dry Cleaner or Laundry Worker, Seamstress, Alterations Tailor.
Child Care	Nursery Operator, Kindergarten Teacher, Kindergarten Operator, Day Care Center Worker, Aide at Children's Home, Self-Employed Child Care Worker, Camp Careers, Religious Education Worker.
Family Relations	Home Economist, Marriage Counselor, Consumer Counselor, Extension Agent, 4-H Club Worker, Case Worker.
Housing	Interior Decorator, Home and Equipment Consultant, House Manager, Laboratory Worker.
Clothing and Textiles	Research Worker, Seamstress, Laundry Worker, Textile Consultant, Dressmaker, Tailor, Alterations Worker.
Foods and Nutrition	Food Demonstration Worker, Test Kitchen, Worker with Food Companies, Dietician, Diet and Nutrition Consultant.

Career Cluster: Public Services

Description: The public service cluster includes those careers which render a service to the general public or community. This is only a partial list of related careers and others should be added according to the local opportunities.

Career Families	Typical Careers
Courts and Corrections	Probation Officer, Penalogist, Lawyer, Judge, Bailiff, Warden, Clerk Recorder, Solicitor, Security Guard.
Police and Fire	Police Officer, Patroler, Fire Fighter, Sheriff, Deputy, FBI Agent, SBI Agent, Lab Technician, CIA, U. S. Marshall, Dispatcher.
Urban Development	Appraisal and Condemnation Worker, City Planner, Research Worker.
Social Services	Welfare Worker, Nursing Home Employee, Mental Hospital Employee, Health Center Employee, Sanitarian, Health Inspector, Physician, Day Care Worker, X-Ray Tech.
State, National and Local Government	Governor, Commissioner, Congressperson, Legislator, Lobbyist, President, Cabinet Member, Aide, Mayor, City Manager, Town Clerk, Tax Collector and Revenue Worker, Post Office Worker, Game Protector.
Regulatory Services	Registrar of Deeds, Customs, Inspector, Immigration Inspector, Sanitarian, FDA Employee, Licensing Employee.
Education	Teacher, College Professor, Teacher's Aide, Administration Personnel in higher educational institutions, Principal, Educational Consultant, Media Consultant, Superintendent.
U. S. Navy	Navy Officer, Aviation, Able Bodied Seaperson, Submarine Sailor, Navigation, Ship Pilot, Ship's Surgeon, Pharmacist, Yeoperson, Signaler, Gunner, Torpedoperson, Petty Officer.
Merchant Marines	Ships Master, Mate, Cook, Able Bodied Seaperson, Purser, Engineer, Oiler, Utilityperson, Steward, Radio Officer, Electrician, Wiper, Water Tenderer, Fire Fighter, Ship Pilot, Messperson, Ships Carpenter.
U. S. Coast Guard	U. S. Custom's Officer, Tugboat Captain, Tugboat Seaperson, Harbor Pilot, Longshoreperson.
Port Authorities	U. S. Custom's Officer, Tugboat Captain, Tugboat Seaperson, Harbor Pilot, Longshoreperson.

Career Cluster: Transportation

Description: The following is a partial list that indicates certain job titles. These are typically jobs dealing with the transporting of people of goods from one place to another by means of air, land, or sea. Many job titles should be added to this list locally based on available opportunities.

Career Families	Typical Careers
Aviation	Astronomer, Aerospace workers, Pilots, Co-Pilots, Flight Engineers, Stewardess, Aircraft Mechanic, Airline Dispatcher, Air Traffic Controller, Traffic Agents and Clerk, Air and Spacecraft Designers, Air and Spacecraft Manufacturers.
Railroad	Locomotive Engineers, Firefighter, Conductor, Brakeperson, Station Agent, Clerk, Machine Trade Worker, Signal Department Workers, Track Workers, Bridge and Building Workers, Tower Person, Telegraphers, Subway Workers, Railroad Vehicle Designers, Railroad Vehicle Manufacturers.
Highway	Parts Salesperson, Auto and Bus Designers, Truck and Bus Manufacturers, Recreational Vehicle Designers and Manufacturers, Truck Drivers, Router, Bus Drivers, Taxi Drivers, Auto Mechanic, Auto Body Mechanic, Auto Painters, Auto Trimmers and Installation Person, Truck and Bus Mechanic, Instrument Repairer, Service Station Attendant, Power Truck Operator, Traffic Agent and Clerk, Taxi Dispatcher.
Ocean, Lake and Waterway	Shipyard Workers, Licensed Merchant Officers, Merchant Seaperson, Able Seaperson, Ordinary Seaperson, Deck Utilityperson, Carpenters, Electrician, Oilers, Firefighter/Water Tender, Wiper, Chief Steward, Cook, Baker, Messperson, Utilityperson.
Other	Travel Agent, Baggage Handler, Ticket Agent, Overhaul Acarburetor, Rebuild Braking System, Disassemble, Clean and Reassemble Starter, Disassemble, Clean and Reassemble Generator, Disassemble, Clean and Reassemble Alternator, Disassemble, Clean and Reassemble Fuel Pump, Disassemble, Clean and Reassemble Wiper Motor.

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CAREER DEVELOPMENT PROGRAM

8TH GRADE

A COMPONENT OF THE DEVELOPMENTAL GUIDANCE PROGRAM

Dr. James A. Adams, Superintendent

Dr. Fred B. Adams, Asst. Superintendent
Staff Personnel Services

WINSTON-SALEM/
FORSYTH COUNTY SCHOOLS

EIGHTH GRADE CAREER DEVELOPMENT PROGRAM

Junior high school counselors will implement this program in cooperation with the health teachers in their school. The program is designed to take 15 class periods and will be conducted during the periods students are scheduled for health. Ideally, both the counselor and the teacher should be involved in its daily operation.

Schedule

While it is left to each school to fit the program into the framework of the health curriculum's schedule, two important considerations should be observed:

(1) The units should be taught consecutively. (This means it will take 30 school days to cover the units if health classes meet on an alternating schedule.)
(2) The program should be completed before the time of official registration (no later than mid-March).

Alternate Activities

Counselors and teachers are encouraged to be innovative and creative, substituting other activities which meet the objectives of the unit and are more appropriate for individual classes. Several activities are suggested in each unit to allow some flexibility, even within the guide; all of them do not need to be used with each class. However, the program is designed to cover certain competencies specified by the State Department of Public Instruction as essential in prevocational education so it is important that each objective be met.

Grading

Because the Career Development Program is a guidance activity, it is desirable to avoid any qualitative evaluation in grading student participation. If the health teacher wishes to include the students' participation in the program in calculating the health grade, each student should be given credit for satisfactory work unless he/she has totally refused to cooperate.

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Fred B. Adams,
Assistant Superintendent of
Pupil Personnel Services

Bill Albright
Vocational Guidance and Placement Counselor

July, 1980

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SELF-APPRAISAL

UNIT ONE: INTRODUCTION/GROUP COHESION

Objectives:
(1) To explain the purposes of the Career Development Program
(2) To provide an overview of the unit activities
(3) To establish a sense of cohesiveness and common purpose
(4) To provide group members with the opportunity to get to know each other and the group leaders better
(5) To promote the development of a positive self-concept in each student

Lecturette:

The units and activities we are about to begin are a part of our school system's Career Development Program. Your teachers and counselors want to help you learn more about yourselves and the kinds of careers which would be suitable for you, and we hope the things we do together for the next several weeks will help you do just that. We are not trying to hurry you into making a career choice while you are in junior high school. That kind of choice usually comes much later in a person's life and actually is the result of a number of choices people make over a period of many years. Believe it or not, even as old as your teachers and counselors are, we are still making decisions about our careers too. So don't feel pressured into finding the perfect career for yourself right now; just take this opportunity to explore and learn more about yourself and the World of Work.

Some of the things we will look at together are:

(1) Interests - What we really enjoy doing
(2) Values - What really matters to us
(3) Aptitudes - What we really are good at doing
(4) The kinds of careers available from which we have to choose
(5) The kinds of courses we can take in high school which can help prepare us for our lives
(6) How people make decisions

We will begin a Career Folder for each of you that you will keep all the way through school. It will be your folder; you may keep anything in it related to your career interests and goals; and you may have access to it at any time. The folder will be kept in the Guidance Office, but it is your folder and I hope you will feel free to use it any time you want.

We will also make some tentative choices of the courses you will be taking in grades 9 through 12 and listing them on an Educational/Career Profile.

Any questions?

The very first thing we need to do is to get to know each other a little better.

Activity: Icebreaker/Introductions

Directions: Use Activity Sheet A-1, "Find a Person who . . ." Allow students to mill around trying to find as many people who fit the descriptions on the sheet as possible. Teacher and counselor should participate fully. The first person who finds a match for all 20 descriptions is a winner. First and last names should be used.

Process the activity by having the winner introduce each of the people listed on his/her sheet. Have other students introduce still others who have not been named.

Suggested Time: Allow only about 10 minutes for the "milling period".

Introductions to the entire class should take less than 5 minutes.

Activity: Self-Concept Builder

Directions: Use Activity Sheet A-2, "Favorite Proverbs". Have each student choose a favorite proverb from the list of suggestions or from their own knowledge.

Allow the students to write their proverbs on a graffiti board. It may be beneficial to break into smaller groups of 6-8 students and construct several boards. Have each student point out his/her proverb on the graffiti board, read it, and explain why it was chosen.

If time permits, some students might act out the proverbs they choose as charades.

The boards should remain on display throughout the unit.

Suggested Time: Choosing the proverb and constructing the graffiti board should take no more than 10 minutes.

Sharing proverbs may take 15 minutes or more.

Activity: Beginning the Career Folder

Directions: Have each student write his/her name on a career folder. Each student should also complete a Personal Information Questionnaire.

UNIT TWO: INTERESTS - USING THE PICTURE INTEREST EXPLORATION SURVEY*

Objectives: To assist the student in recognizing the relationship between personal interests and success in specific occupational areas

Lecturette:

Even though it would probably be pretty easy for each of you to tell the group exactly what kinds of things you like to do just by thinking about it for a minute, we want to look at interests today in a little different way.

I have a set of 160 color slides which will give you a quick look at the World of Work and may help you identify some career areas you might be interested in. Each slide shows the hands of a worker doing a task which is typical of his/her job.

On your answer sheet, circle the number of each slide you see in which the worker is doing something you think you might like to do. Don't worry about whether you <u>can</u> do the task or not; just consider whether you would <u>like</u> to do it.

If you do not think you would like to do the work shown, don't make any mark for that slide.

Each slide will be shown only briefly so you will have to decide quickly whether you think you would like the activity or not.

<u>Activity</u>: Administrative of P.I.E.S.

Directions: Show the set of 160 slides in the P.I.E.S. set, having students circle on their answer sheets (Use A-3) the number of any slide on which there is a task he/she thinks he would like to do. About 8-10 seconds per slide is sufficient.

If students question what is being depicted in a particular slide (such as #117, a cowboy or veterinarian treating a calf's eye), you may explain. Otherwise, it is better not to equate specific occupations with individual slides at this point.

Scoring: To score the P.I.E.S., have students count the number of circles in each vertical column and record that number in the blank at the bottom.

The columns with the highest scores represent the career areas in which the student is most interested; the lowest scores represent the areas of least interest. (Students may need to be reminded that these career areas are not the same as the 15 career clusters they have previously learned.)

*If the student has already taken the P.I.E.S., Unit II-A SOIA may be substituted.

Interpretation: Pass out Activity Sheet A-4, "Career Area Descriptions". Have students read the description of the areas in which they are most interested. They should be encouraged to consult the Occupational Outlook Handbook according to the references made for additional information on specific occupations related to their areas of interest.

Have students record the result of their P.I.E.S. on the Supplementary Interest Inventory card.

Activity: Optional Uses of the P.I.E.S.

Directions: Students may want to find the average of their survey by adding the scores in all 13 areas and dividing by 13. The average will provide a reference point from which a student's interest or lack of interest may be compared.

The slides may be shown again, this time having students attempt to identify the specific occupation depicted in the slide. Students should also indicate the career area in which the occupation falls.

UNIT TWO - A: SURVEY OF INTERESTS AND ABILITIES (SOIA)

Objectives: To assist the student in recognizing the relationship between interests, abilities, and success in specific occupational area

Lecturette:

SOIA was developed to help you identify some jobs which may be related to your interests and/or your abilities. It asks you to rate yourselves on your interest in doing certain activities and then to rate yourselves on your ability to do certain things. Using your answers, SOIA will refer you to some lists of occupations which related to your interests and abilities.

Activity: Administering and Scoring the SOIA

Directions: Have students rate themselves on Part One: Interests and score that section according to the directions. It may be beneficial to read each activity aloud and have the class go through the inventory together.

Have students complete Part Two: Abilities in the same manner.

Interpretation: The chart on page 4 shows Job Groups classified in the World of Work according to their involvement with DATA, IDEAS, PEOPLE, and THINGS. Notice that DATA and IDEAS are on opposite sides of the chart and that PEOPLE and THINGS are opposite each other. This is intended to point out that a person who would enjoy an occupation heavily involving DATA would probably be least happy in an occupation involving mainly IDEAS, and vice versa. Also, a person who is very PEOPLE-oriented would probably avoid occupations primarily related to THINGS, and vice versa.

The chart also shows that there are occupational areas which can combine an involvement with DATA-THINGS, THINGS-IDEAS, IDEAS-PEOPLE, or PEOPLE-DATA.

The six classifications of work developed by John Holland relate to these four elements as the chart shows. Occupations which might be classified under the "Conventional" heading are those which heavily involve working with DATA or with DATA and THINGS. "Realistic" occupations usually involve working with THINGS; "Investigative" occupations, with IDEAS or with IDEAS and THINGS. "Artistic" occupations involve IDEAS or IDEAS and PEOPLE to a large extent. Occupations classified under the "Social" heading involve working primarily with PEOPLE, and "Enterprising" occupations usually involve PEOPLE and/or DATA. It will be interesting to compare the results of this survey with the results of the "Self-Directed Search" by Dr. Holland since both use this method of classification. This will be available in the ninth grade guidance program.

(1) To use this chart, identify the element(s) (DATA, IDEAS, PEOPLE, THINGS) with which your INTERESTS and ABILITIES indicate you may have the greatest connection. Look at the Job Groups Listing with the element(s) with which you are concerned to find some occupations which may be suitable for a person with your interests and abilities.

(2) Use the number identifying each Job Group to locate a more complete description of that group in the chart on pages 5 and 6. You may also want to refer to a much most extensive listing of occupations in these classifications which can be found in the American College Testing program's booklet Exploring on pages 28-34. This booklet lists even more jobs and also identifies them by the level of education required.

(3) As a final step, try to decide on one or more of the occupations indicated by the results of this survey which you would like to explore further.

Questions for Discussion:

(1) Are the areas in which you have expressed interest and estimated your ability the same?

Are they near each other on the chart?

Do you think this is significant for you?

(2) Do you have more than one area in which you have equal interest or ability?

What might this tell you about yourself in thinking about possible occupational choices?

(3) Are the Job Groups indicated by your results from this survey consistent with the ideas about occupations that you already had?

If the Job Groups suggested by the survey are different from those you had thought of previously, what do you think your next step should be?

Have students record the results of the SOIA on their Supplementary Interest Inventory card.

Suggested Time: Administration and interpretation of the SOIA will take a minimum of one class period.

UNIT THREE: VALUES: WHAT'S IMPORTANT TO ME?
HOW THIS RELATES TO LIFESTYLE AND TO WORK

Objectives: To assist the student in clarifying his/her personal values
To assist the student in beginning to relate personal values to work and to lifestyle

Activity: Introduction to Values: "If I . . ." Statements

Directions:
1. Cut 30 apples, approximately 4" - 5" in diameter, from yellow, green, and red poster board
2. On each one, write one of the "If I" statements with alternatives given (see A-6)
3. In the circle, pass each student one of the cardboard apples to read silently
4. Let 2-3 volunteers read theirs with their chosen alternative
5. Have students pass apples to the left and repeat steps 3 and 4 above
6. Have students pass apples to the left again and repeat steps 3 and 4 above

Lecturette:*

One of the most important parts of our identity is our value system. Values sound like a heavy subject, so let's clarify from the very beginning that when we speak of values we are simply trying to identify those things in our lives which are so important to us that we act or make a decision one way instead of another.

The choices you made in the activity you just did reflect some of your values. Actually, every decision you make is a value decision. Even the decision of what and how much you eat for breakfast involves values. People who value strong healthy bodies choose nutritious foods instead of junk foods. When people say they want to be strong and healthy but still make decisions to eat junk foods instead of nutritious foods, they don't really value strong healthy bodies. Why? In order for something to be a real value we have to prize and cherish it enough to act on it.

Because we live in a very complex world where we are constantly exposed to many different value systems, those of television, movies, our teachers, our parents, our friends, we need to be very careful when we do make career decisions that they are made on the basis of our values, not someone else's. If you should make career decisions on the basis of others' values, your feelings won't be strong enough to motivate you to finish the training or do a good job. In other words, if you are going to school to become a teacher because your favorite teacher thinks it is important, then you may not be motivated enough to finish because you are not acting on your values. No matter how smart or talented you are, you will probably not be happy with your career decision unless it is based on your values. Our next set of activities is designed to help make certain that the values you do use are your very own.

*Adapted from Martha Hinkle Fleer, Making Career Choices, Raleigh: NC Department of Administration, p. 15.

Activity: Value Survey*

Directions: Hand out sheet A-7 to each student. Ask each student to arrange the values printed on the sheet in the order of their importance to the student as guiding principles in his/her life. A "1" should be placed next to the value which is most important; a "2", for the second most important; and so on.

Some students may profit from a discussion of the values on the list before completing their rating.

After students have completed their ranking, they should have the opportunity of sharing the results with the group. Asking who ranked each value first (or last) is a good method.

Activity: Forced Choice Ladder*

Directions: Hand out A-8, asking students to construct a forced choice ladder by writing in at each step (1-15) the key word of description which most resembles "The Person I'd Most Like to Be" (Step No. 1) all the way down to "The Person I'd Least Like to Be", (Step No. 15).

Read each of the following descriptions. Having the key words on the board or on a poster may help students with this activity.

(1) A rich man who gives generously to all causes, including the Nazi Party. (Charity)

(2) A star athlete, always the first to come for practice and and the last to leave. Some people worry that he may burn himself out young. (Athlete)

(3) A teacher who is friendly with all his students. He dresses like them and goes out socially with them. (Friendly)

(4) A man passionately, and with quiet determination, committed to ending all war. (War)

(5) An ecologist who won't let his family use any paper products. (Paper)

(6) A devoted husband who sends flowers on all anniversaries and birthdays and never expects any presents himself. (Flowers)

(7) A student who witnessed a friend taking money from another friend's wallet, tells neither friend, but replaces the money himself. (Wallet)

(8) A father who runs his family with complete democracy - one person, one vote. Even the three year old has a vote on where to go for their vacation. (Vote)

*Adapted from Sidney Simon et.al., Values Clarification - A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Company (1972), pp. 112-115.

*Adapted from Simon, op. cit., pp. 98-111.

(9) A white couple who, instead of having their own babies, adopt two black babies. (Babies)

(10) A cop who turns his own son in for smoking pot. (Incorruptible)

(11) A student who is very popular because he makes everyone feel good. He never expresses his own feelings or opinions if they are controversial. (Popular)

(12) A pilot who has to make a forced landing and creashes into the woods instead of coming down on the elementary school playground because he saw two kids playing there. (Airplane)

(13) A teacher who always looks the other way when kids cheat on tests he is proctoring. (Tests)

(14) A mother who has only one dress of her own because all her money goes for her three daughters to dress as knockouts in high school. (Dress)

(15) A junior high kid who cooks dinner two nights a week for two old invalids in his apartment building. (Cook)

Activity: The Miracle Workers*

Directions: Hand out A-9 containing the names of 15 miracle workers. Each student should choose the 5 miracle workers he/she values the highest (the ones whose miracles he/she would most like to receive). Each student should also choose the 5 workers who can produce the least desirable miracles.

Students should then form small groups to discuss their choices and see if they can discover any pattern in their choices. They should ask themselves the following questions:

(1) What seems to link together the 5 most desirable workers? The 5 least desirable?

(2) What values are you upholding in your choices?

(3) Are you now doing anything to try to achieve the things which your top 5 miracle workers could do for you?

Activity: Fantasy - "Twenty Years From Now"

Directions: Hand out A-10 "Twenty Years From Now". Explain to students that they are to move, in their imaginations, into the future - the year 2000. Ask each student to fill in the blanks in the fantasy.

Have all papers passed in and read several to the group. Allow students to guess whose fantasy they have heard.

Close by pointing out the values espoused in the stories and by relating them to lifestyle and work.

*Adapted from Simon, op. cit., pp. 338-342.

UNIT FOUR: RECOGNIZING YOUR APTITUDES AND ABILITIES

Objectives: To provide the student with the opportunity to analyze his/her aptitudes as they relate to career choice
To assist the student in capitalizing on his/her strengths and to deal with his/her weaknesses

Activity: Understanding Aptitudes

Directions: Show one of the following filmstrips:
"Learning About Aptitudes" McKnight
or
"What Are Aptitudes?" McKnight
or
Lead a discussion in which the following points are made:

1. Definitions

   a. Aptitude - the capacity or potential for learning some task or job at a future time; a natural ability; general suitability

   b. Ability - the power to do a task or job

2. Facts About Aptitude and Ability

   a. Abilities depend to a considerable extent upon aptitudes. For example, the ability to play tennis depends on certain aptitudes for tennis such as quick reaction time and good eye-arm coordination

   b. Having the aptitude for a particular task does not mean that you have also acquired the ability to do it. You must build on the aptitude - by training, practicing, and gaining experience - to develop the ability.

   c. Aptitudes may set some limits the amount of ability you can develop, but training and experience will help determine how far you can go in approaching this limit.

3. There are many types of aptitudes and abilities. Some of them are:

   Verbal - Ability to understand meanings of words and ideas associated with them, and understand how to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

   Numerical - Ability to perform arithmetic operations quickly and accurately.

Spatial - Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception - Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

Finger Dexterity - Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

Manual Dexterity - Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

Eye-Hand-Foot Coordination - Ability to move the hand and foot coordinately with each other in accordance with visual stimuli. (Not measured by GATB)

Color Discrimination - Ability to perceive or recognize similarities or differences in colors or in shades or other values of the same color. To identify a particular color, to recognize harmonious or contrasting color combinations, or to match colors accurately.

Intelligence - General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

An ability is the quality which enables one to perform certain tasks.

1. Physical

    a. Endurance
    b. Muscular coordination
    c. Manual dexterity

2. Mental

   a. I. Q. (amount)

   b. Nature (kind)

      (1) numerical (numbers)
      (2) verbal (words)
      (3) abstract (ideas)
      (4) spatial (objects)
      (5) mechanical (things)
      (6) clerical (precision and speed)

3. Mechanical - ability to make it, build it, or fix it.

4. Creative - ability to create new things, ideas, or uses for materials.

5. Social - ability to get along with others.

6. Scientific - ability to solve problems and find answers to scientific questions.

7. Clerical - ability to be accurate with figures and messages.

Activity: DAT Interpretation

Directions: Remind students that the Differential Aptitude Test which they took in the fall* measures several aptitudes.

Stress that these aptitudes are not the only ones which are important in assessing one's potential for success in a career and that no standardized test is a perfect measure.

Pass out the blank profile forms and go over each of the 9 areas. Try to relate each area to specific occupations. The Occupation Selector Chart from the Guided Career Exploration kit is helpful for this purpose.

Explain the meaning of percentile scores.

Pass out students' scores and assist them in recording the results on the profile sheet.

Conclude with a discussion which includes the observation that most standardized tests do not tell us anything we don't already know or at least suspect. Ask students if they were surprised at any of their results. Ask for observations about what they have learned about themselves.

Encourage students to share the results with their parents.

*See Appendix I for a suggested unit on preparing students for the D.A.T. This unit should be conducted in the class in which the D.A.T. is to be administered.

Activity: Capitalizing on Other Aptitudes/Dealing with Weaknesses

Directions:

(1) Begin a discussion by asking students to brainstorm a list of aptitudes not measured by the D.A.T. Attempt to relate these aptitudes to occupational opportunities.

(2) Point out how certain traits which might be considered weaknesses by some people can be channeled constructively. For example, an inability to work with other people closely might help a person become an excellent independent researcher.

(3) *Discuss how being different doesn't necessarily indicate weakness or a problem. Use the following examples:

a. This young man had to leave school for 6 months from a nervous breakdown. He had no friends, was a problem to some teachers. He was slow to start talking, and the father was ashamed of the child's physical appearance. He had an odd personality and made up his own religion and chanted hymns. (Albert Einstein)

b. The doctor said he had brain fever at birth - having an extra large head. In fact, three brothers and sisters died at birth. Relatives and neighbors thought he was adnormal. But his mother said no. His teachers thought him abnormal too, so his mother taught him at home. He was a firebug, setting a fire in the barn just to see what it would do. He had only 3 months of schooling. (Thomas Edison)

c. A 16-year-old girl was rejected by her mother when she lied and stole. She craved attention, once swallowing money to spite her father. She lived with her alcoholic grandfather and strict grandmother when her parents died. After her grandfather died, she had to live there with four uncles and aunts. One drank a lot and ran away, another locked herself in a room with love problems.

This girl was dressed oddly, was always restricted, and not allowed to go to grade school. (Eleanor Roosevelt)

(4) Have students prepare a commercial advertising themselves in which they mention their various aptitudes.

*Additional examples are found in the Winston-Salem/Forsyth County Schools, Guidance and Counseling, A K-12 Developmental Program, p. 136.

UNIT FIVE: DEALING WITH SEX-ROLE STEREOTYPING

Objective: To assist male and female students in avoiding the limits imposed by traditional stereotypes related to occupations

Lecturette:

It is difficult to admit that many of the reasons we believe and act as we do are habits based on messages from the outside. As we analyze our strengths and begin to plan our careers, we want to be sure that some of those habits and attitudes -- particularly those resulting in our stereotypes of male and female roles don't get in our way. It is very possible that those stereotypes can interfere with our awareness of our own strengths and could keep us from pursuing a career that would bring us happiness and success.

Let's spend some time checking out some of these ideas to see if they are myth or reality.

Activity: What Do You Believe?
The Myth and The Reality

Directions: Distribute A-11 "What Do You Believe?" Ask each student to respond to the statement according to their belief.

Tally the responses of the group for each response.

Use the following information in discussing the myth and reality of women in the world of work.

*Adapted from Martha Hinkle Fleer, Making Career Choices, Raleigh: North Carolina Department of Administration, pp. 21-24.

THE MYTH AND THE REALITY

The Myth	The Reality
Most women never work. They get married and stay at home with children.	Homemaking in itself is no longer a full-time job for most women. Goods and services formerly produced in the home are now commercially available: labor-saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives. In North Carolina 950,000 women work. Ninety percent of the women in North Carolina will be employed significant portions of their lives.
Most women who do work do it to buy extras or special treats.	Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing need. They were either single, widowed, divorced, separated, or had husbands whose incomes were less than $3,000 a year. In North Carolina 65% of the women who work do so because of economic necessity.
Men hold certain jobs because women aren't physically able to hold them or wouldn't be very good at them.	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's.
When mothers work their children usually turn out to be juvenile delinquents.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care which is of major significance.

(U. S. Department of Labor: Women's Bureau, 1974.)

UNIT SIX: DECISION-MAKING MODEL

Objective: (1) To provide a model for decision-making
(2) To apply the decision-making model to tentative career choices and the his/her course selection

Lecturette:

Up to this point most of our attention in this group has been on SELF-AWARENESS. We want to move on now to use this knowledge we have gained about ourselves in making some plans for our future. One of the most important skills we can possess is that of DECISION-MAKING, and for the next several days we will be concentrating on that skill.

When you were a small child, you really didn't have to make any decisions. Someone else made them all for you. Now it's very different. As you stand on the threshold of adulthood, people expect you to make all sorts of decisions all the time, many of them pretty important.

Making decisions can be a burden, but it is also a privilege and what gives us control over our own lives. It is our ticket to freedom and independence. Decisions are really nothing more than choices and can be made in any number of different ways. Knowing how to make decisions wisely and well will probably contribute more to your future happiness than any other skill you can develop. Of course, even the most skillful decision-maker can't always make the choice that will insure everything working out perfectly. But a carefully made decision surely increases the likelihood of a good outcome!

Each of you has already made many decisions that will have a major effect on your life and of course will make many more even more important ones in the years ahead. You also make hundreds of less important decisions daily which also have some effect on your life.

Think about your own day now and some of the decisions you have made. I am going to ask several of you to share a decision you have made recently and how it might affect you in the future. We will also help in the process of thinking of ways it might effect your future.

(Help students see that even minor divisions such as whether to brush one's teeth or not can have long term effects. Make sure students realize the extent of their own power and responsibility in their own lives.)

Obviously, many of these decisions are ones you make without even thinking about making a decision -- much less about how you go about making it. Even though it is not a conscious process, the steps you take are the same ones you take in the big important decisions.

Let's look at a model of this decision making process.

Decision-Making Model

Model		Example
Step One:	Identify Decision	
Step Two:	Gather Information About Yourself 1. Your Values 2. Your Interests 3. Your Aptitudes and Abilities	
Step Three:	Gather Information About Your Options	
Step Four:	Assess Costs, Risks, Possible Outcomes	
Step Five:	Set Goals	
Step Six:	Test Reality	
Step Seven:	Develop a Strategy	

(Go through the model step-by-step, using the following explanations:)

(1) Identify the Decision - Focus squarely on the decision to be made. Try to make this decision as specific as possible.

(2) Gather Information About Yourself - Make sure you are aware of your interests, values, and aptitudes/abilities which relate to the decision.

(3) Gather Information About Your Options - Try to identify all your options and all available information about each option.

(4) Assess Costs, Risks, Possible Outcomes - Every decision involves some risks. Some people can't make decisions because they fear these risks. The way to reduce the fear of making a mistake is to make a realistic, objective analysis of the risks, costs, and possible outcomes of each option before deciding.

(5) Set Goals - Rule out some choices and concentrate on the ones that seem reasonable - the choices which fit with what you want, with what you have to offer, and at a cost or risk you can accept.

(6) Test Reality - Talk to parents, close friends, teachers, counselors, and other experts.

(7) Develop a Strategy - This is where you make your decision. Your strategy is your plan for balancing two factors - the desirability of a choice and the odds of success.

Now, let's use the decision-making model in making a simple, everyday type of decision such as what kind of pants you might wear today.

(Go back to the chart and add the following data at each step:)

(1) Identify Decision - What Pants to Wear Today?

(2) Gather Information About Yourself - (a) I value comfort.
(b) I value a good appearance.
(c) I look best in light colors.

(3) Gather Information About Your Options -

	Khaki	Gray Corduroy	Dark Blue
(a)	Comfort-able	Stiff	Hot
(b)	"Preppy"	"Freak"	Dress-Up
(c)	Light	Light	Dark

(4) Assess Risks, etc. - (1) If I wear the khaki pants , . . .
(2) If I wear the corduroy pants, . . .
(3) If I wear the dark blue pants, . . .

(5) Set Goals - The corduroy pants are out; they meet none of the requirements. The khakis meet one more requirement than the dark blue. I think I will wear the khakis.

(6) Test Reality - Try on the khakis, see how they feel, look in the mirror to see how they look.

(7) Develop Strategy - I will wear the khaki pants.

All decisions are not as simple as deciding what pants to wear. The same process, however, will work just as well on your more difficult and long range decisions.

Now that we know what the process is and realize that it is actually fairly simple, we have to answer the most important question, "Why don't people use it?" One reason is that making decisions means taking responsibility for your own life. Taking responsibility for your own life means growing up. Growing up means giving up some pretty neat things. It means giving up blaming others when something goes wrong. Example: "If only my Mother hadn't made me wear the corduroy pants I wouldn't be so miserable." The flip side of that experience is that when you make a right decision you can take all the applause. Example: "I'm really glad I wore these khaki pants because when I am comfortable I don't have to spend my time worrying about being embarrassed."

Another reason people avoid using the decision-making process is that it requires them to deal with today. For many people that is especially hard. Dealing with today means giving up saying, "When I get a teacher who likes me I will start studying." Dealing with today means giving up saying, "When my brother grows up and I have a room of my own I will start picking up my clothes." When people do learn to deal with today it moves them toward becoming the best person they are capable of becoming tomorrow.

Activity: Using the Decision-Making Model

Directions: Think of a decision you are faced with - either an everyday one or a more important one. Use the model to go through the steps of the decision-making process.

Use Activity Sheet A-12.

Lecturette:

Since this is a career development workshop, you have probably guessed that the next step will be for us to use the decision-making model to look at possible career choices for you, and you are right.

Your career decision is one of the most important decisions you will ever make. A career decision for most people is actually a long series of decisions made over an extended period of time, and it is important for you to remember that. You don't necessarily have to decide on the perfect career once and for all. A career decision, though it is extremely important, is not irreversible. If you make a mistake you have the opportunity to make a new decision. And even if you make an excellent decision, you still may want to make new decisions as you grow and your interests, values, and abilities change.

Now let's go back to the model and apply it to a career decision. The first step in the model is "Identify the Decision." The decision in this case for all of us will obviously be "What Careers Shall I Consider." The rest of the model will be different for each person, however.

Activity: Gathering Information About Myself

Directions: Distribute A-13 "Gathering Information About Myself." Allow students to look back at their values, interests, and aptitudes worksheets to compile this profile.

Activity: Gathering Information About My Options

Directions: Ask students to recall some of the occupations they have identified in their exploratory experiences (through the study of clusters, through career-related activities in their classes, through reading, watching television, talking to people, etc.).

Allow each student, one at a time, to share with the group a tentative idea he/she has about a career opportunity.

Encourage other group members to contribute information they have about the job or their ideas about how the student can get more information about the job. Their suggestions may cover such areas as:

(1) A hobby you could pursue
(2) A course you could take
(3) A volunteer activity you could choose
(4) A part-time job you might get
(5) A book you could read
(6) Pros and cons of the job

Activity: Assessing Costs, Risks, and Possible Outcomes
Setting Goals
Testing Reality

Directions: Distribute activity sheet A-14 and ask students to identify several possible career options for themselves based on the previous exercises.

When this sheet is completed, ask each student to choose the one option which seems to be the best choice at this time. (SET GOALS) This is an appropriate time to mention that career options need to be kept flexible and that there are probably several closely related possibilities to any option.

Finally, have students share their goals with each other, with parents, and with other significant persons to gain additional points of view. (TEST REALITY)

Activity: Develop a Strategy

Directions:

(1) Distribute an activity sheet, A-15, "Student Educational Career Profile" to each student. Ask each student to fill in the Career Interests, Educational Plan, and Test Information sections.

(2) Explain the necessity for long term planning in course selection because of course sequences, prerequisites, and the availability of certain courses at only one grade level. Discuss graduation requirements.

(3) Distribute a copy of the Student Registration booklet, demonstrating its arrangement and content.

(4) Show the sound/slide presentation of the Winston-Salem/ Forsyth County High School Curriculum.

(5) If possible, also show the sound/slide presentation of the Career Center courses. (Tours of the Career Center are available and give students an even better idea of the opportunities available there.)

(6) Have students complete the Educational/Career Profile, listing the courses in grades 9-12 which seem most appropriate in reaching toward their career goals.

Evaluation

Please circle only one answer per question.

	Always	Often	Sometimes	Never	Does Not Apply
1. The activities used were valuable to my learning.					
2. The group discussions were valuable to my learning.					
3. The counselor's explanations were valuable to my learning.					
4. The sessions increased my knowledge about making decisions in important life situations.					
5. I can use what I learned in the sessions outside of this class.					

Do you think this Career Development Workshop was worth your time?
_____Yes _____No _____Not Sure

Please make any comments or suggestions you wish about the Career Development Workshop.

Ice Breaker

Find the Person Who . . .

1. Has freckles _____
2. Is wearing something red _____
3. Has the longest hair _____
4. Uses ivory soap _____
5. Likes spinach _____
6. Swims a lot in the summer _____
7. Plays soccer _____
8. Can snow ski _____
9. Makes good grades _____
10. Likes members of the opposite sex _____
11. Uses Right Guard deodorant _____
12. Eats Captain Crunch cereal _____
13. Plays a musical instrument _____
14. Enjoys most sports _____
15. Is wearing dirty jeans _____
16. Likes to be a leader _____
17. Has the shortest hair _____
18. Likes working with machines _____
19. Likes working with people _____
20. Is a wonderful person _____

Favorite Proverbs

Choose the saying that best represented what advice you would like to give your classmates.

1. Birds of a feather flock together.
2. Too many cooks spoil the broth.
3. Spare the rod and spoil the child.
4. Children should be seen, not heard.
5. Haste makes waste.
6. It is better to be sure than sorry.
7. A penny saved is a penny earned.
8. Strike while the iron is hot.
9. Practice makes perfect.
10. Paddle your own canoe.
11. A friend in need is a friend indeed.
12. It's best to let sleeping dogs lie.
13. Easy come, easy go.
14. Experience is the best teacher.
15. We learn by doing.
16. A stitch in time saves nine.
17. You can't have your cake and eat it too.
18. While there is life, there is hope.
19. Practice what you preach.
20. Jack of all trades and master of none.
21. If at first you don't succeed, try, try again.
22. Never count your chickens before they are hatched.
23. Every cloud has a silver lining.
24. Actions speak louder than words.
25. Beggars must not be choosers.
26. Early to bed and early to rise makes a man healthy, wealthy and wise.
27. Beauty is but skin deep.
28. Variety is the very spice of life.
29. Nothing ventured; nothing gained.
30. A bird in the hand is worth two in the bush.

P. I. E. S. RESPONSE SHEET

Picture Interest Exploration Survey

NAME _____ DATE _____

SCHOOL _____ GRADE _____ AGE _____

PART ONE	1	2	3	4	5	6	7	8	9	10	11	12	13
	14	15	16	17	18	19	20	21	22	23	24	25	26
	27	28	29	30	31	32	33	34	35	36	37	38	39
	40	41	42	43	44	45	46	47	48	49	50	51	52
	53	54	55	56	57	58	59	60	61	62	63	64	65
	66	67	68	69	70	71	72	73	74	75	76	77	78
PART TWO	79	80	81	82	83	84	85	86	87	88	89	90	91
	92	93	94	95	96	97	98	99	100	101	102	103	104
	105	106	107	108	109	110	111	112	113	114	115	116	117
	118	119	120	121	122	123	124	125	126	127	128	129	130
	131	132	133	134	135	136	137	138	139	140	141	142	143
	144	145	146	147	148	149	150	151	152	153	154	155	156
	___	___	___	___	___	___	___	___	___	___	___	___	___
	IP	OFF	SER	ED	SA	CO	TR	SCI	MEC	HO	SSS	ADC	AG

DIRECTIONS:

CIRCLE THE NUMBERS OF THE SLIDES THAT SHOW PEOPLE DOING WORK WHICH YOU THINK YOU WOULD ENJOY DOING.

TOTAL _____

AVERAGE _____

99

70

Picture Interest Exploration Survey

Career Area Descriptions

Industrial Production and Related Occupations (IP) Workers in this group are involved in almost every production process and most are employed in factories. Foundry, Machining, Printing and other occupations are included.

Office Occupations (OFF) Office workers perform tasks needed to keep business and other organizations running on a day to day basis. Clerical, Computer, Banking, Insurance, and Administrative occupations are included.

Service Occupations (SER) Workers in this group enforce laws, serve food, put out fires, clean homes and buildings, and provide other personal services to people. Cleaning, Food Service, Personal Service, Private Household Service, Protective, and others are included.

Education and Related Occupations (ED) This group employs the largest number of professional workers. These workers help people learn and find information. Teaching and Library occupations are included.

Sales Occupations (SA) Workers in these jobs may sell for manufacturers, service firms, wholesalers, and retailers. Saleswork offers career opportunities for people who want to travel and those who do not, and for salaried workers as well as those who run their own businesses.

Construction Occupations (CO) These workers build, repair, and modernize homes and all kinds of buildings. They also work on other structures such as highways, airports, and missile launching pads.

Occupations in Transportation Activities (TR) Employees drive trucks and buses, fly airplanes, operate trains and ships, and keep the equipment in good working condition. Air, rail, highway, and water transportation are included.

Scientific and Technical Occupations (SCI) Progress in almost every area depends on scientific and technical workers. Conservation, Engineering, Scientific, Mathematics, and Technician occupations are included.

Mechanics and Repairers (MEC) These workers keep automobiles, airplanes, household appliances, and other machinery operating properly. Telephone craftsworkers, watch repairers, maintenance electricians, shoe repairers, and radio and TV servicepersons are also included.

Health Occupations (HO) These workers provide health services to sick, injured, and healthy people. Dental, Medical Practitioners, Medical Technicians, Nursing, Therapy and other Health occupations are included.

Social Scientists and Social Service Occupations (SSS) Social Scientists are concerned with all aspects of human society from the origins of man to the latest election returns. Workers in Social Service occupations help people adjust to problems in their daily lives. Included are Counselors, Clergyman, Military Recruiters, Social Workers, and others.

Art, Design, and Communication Related Occupations (ADC) Creativity and the ability to communicate ideas are the needed qualifications to work in these occupations.

Agriculture Occupations (AG) This group is concerned with the production, care, and distribution of agricultural products. Employment on farms will continue to decline; however, agri-business related occupations are expected to increase. Occupations include custom services, nurseryworkers and livestock caretakers.

"IF I . . ." STATEMENTS

(Idea for this came from Lyman Coleman's Serendipity Series)

1. If I had to get along without some modern conveniences, I would give up

   a. central heating or air conditioning
   b. clothes dryer
   c. indoor plumbing
   d. electric lights
   e. T.V.
   f. car
   g. telephone
   h. refrigerator

2. If I could splurge, I would get a

   a. waterbed
   b. beanbag
   c. weight-reducing vibrator
   d. sauna
   e. phone in the bathroom
   f. maid
   g. Masseur
   h. Louis IV antique table
   i. original Picasso painting
   j. sable bedspread

3. I draw the line when it comes to eating

   a. frog legs
   b. boiled squid
   c. fried snails
   d. pickled pigs' feet
   e. calves' brains
   f. raw oysters

4. If I could describe my life right now with a weather report, it would be

   a. sunny and warm
   b. overcast
   c. foggy, but lifting
   d. stormy
   e. rainy, but expected to clear
   f. wintry and cold

5. If I could throw caution to the winds, I would

   a. try out for a school sport
   b. find a way to get to California
   c. dye my hair
   d. run for school president
   e. join the Peace Corps
   f. tell someone how I really feel about things

6. If I had a car

   a. it would be a TransAm
   b. I would let my friends drive it
   c. I would wash and shine it every day
   d. I would drive it to the beach
   e. I would be willing to make the payments on it
   f. I would trade it for a truck

Some Values to Consider

_____ A COMFORTABLE LIFE (money, possessions)

_____ EQUALITY (equal opportunity for all, brotherhood)

_____ AN EXCITING LIFE (adventure, excitement, activity)

_____ FAMILY SECURITY (safety and comfort of loved ones)

_____ FREEDOM (independence, free choice)

_____ HAPPINESS (satisfaction, contentedness)

_____ INNER HARMONY (peace, freedom from worry)

_____ LOVE (feeling love for others and feeling loved and needed in return)

_____ NATIONAL SECURITY (safety of the country from attack or invasion)

_____ PLEASURE (enjoyment, fun)

_____ SALVATION (deliverance from sin, eternal life)

_____ SELF-RESPECT

_____ SENSE OF ACCOMPLISHMENT (knowledge of contributions you have made)

_____ SOCIAL RECOGNITION (respect, admiration, prestige)

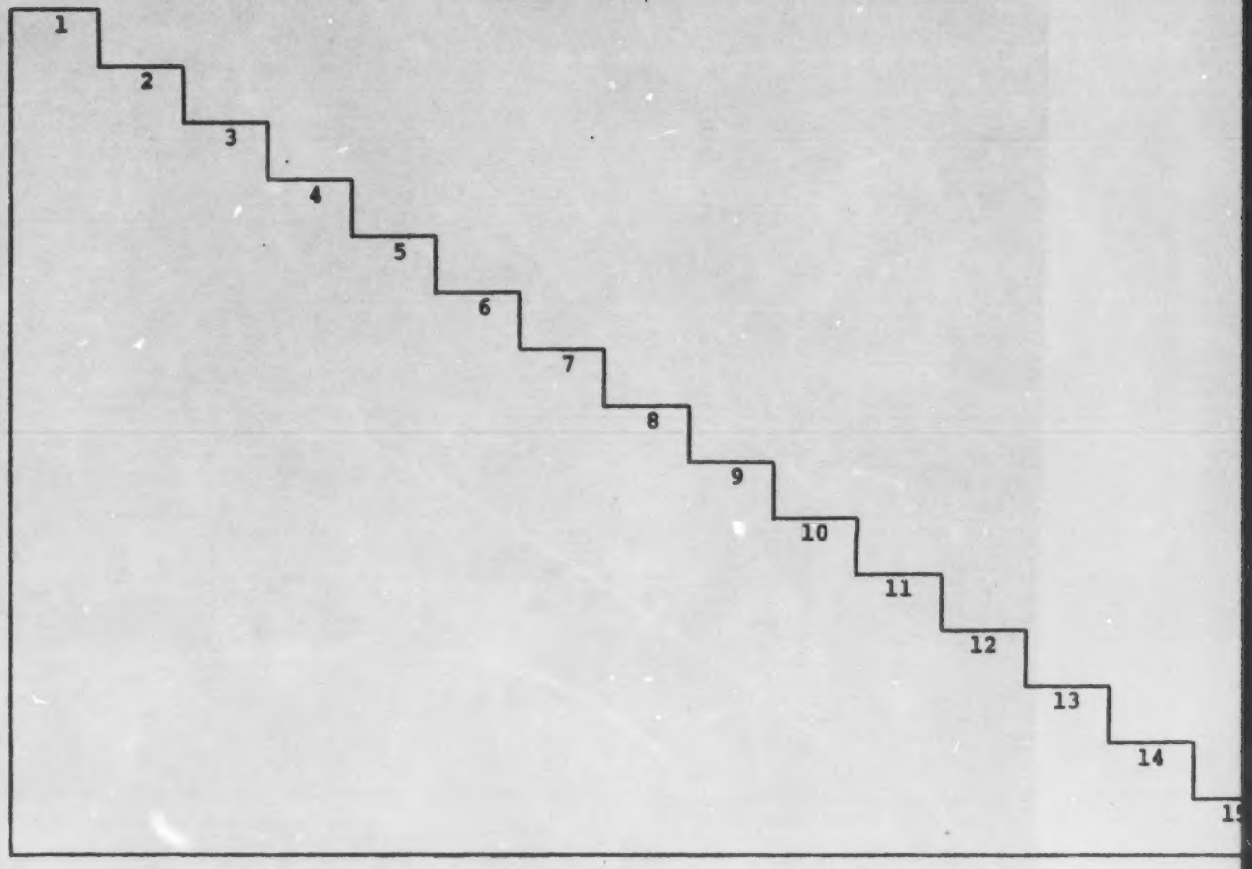
_____ TRUE FRIENDSHIP

_____ WISDOM

_____ WORLD OF PEACE (freedom from war and conflict)

_____ WORLD OF BEAUTY (in nature, the arts - everywhere)

Forced Choice Ladder



THE MIRACLE WORKERS

Worksheet

A group of 14 experts, considered miracle workers by those who have used their services, have agreed to provide these services for the members of this class. Their extraordinary skills are guaranteed to be 100% effective. It is up to you to decide which of these people can best provide you with what you want.

The experts are:

1. Dr. Dorian Grey -- A noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. (He also uses hormones to alter body structures and size!) Your ideal physical appearance can be a reality.
2. Baron VonBarrons -- A college placement and job placement expert. The college or job of your choice, in the location of your choice, will be yours! (He also provides immunity from the draft if you wish.)
3. Jedediah Methuselah -- Guarantees you long life (to the age of 200) with your aging process slowed down proportionately. For example, at the age of 60 you will look and feel like 20.
4. Dr. Yin Yang -- An organismic expert, he will provide you with perfect health and protection from physical injury throughout your life.
5. Dr. Knot Not Ginott -- An expert in dealing with parents, he guarantees that you will never have any problems with your parents again. They will accept your values and your behavior. You will be free from control and badgering.
6. Stu Denpower -- An expert on authority, he will make sure that you are never again bothered by authorities. His services will make you immune from all control which you consider unfair by the school, the police, and the government (the armed forces included!).
7. "Pop" Larity -- He guarantees that you will have the friends you want now and in the future. You will find it easy to approach those you like and they will find you easily approachable.
8. Dr. Charlie Smart -- He will develop your common sense and your intelligence to a level in excess of 150 I.Q. It will remain at this level through your entire lifetime.
9. Rocky Fellah -- Wealth will be yours, with guaranteed schemes for earning millions within weeks.
10. Dwight D. DeGawl -- This world famed leadership expert will train you quickly. You will be listened to, looked up to, and respected by those around you.
11. Dr. Otto Carnegy -- You will be well-liked by all and will never be alone. A life filled with love will be yours.
12. Dr. Claire Voyant -- All of your questions about the future will be answered, continually, through the training of this soothsayer.
13. Dr. Hinnah Self -- Guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.
14. Prof. Val U. Clear -- With his help, you will always know what you want, and you will be completely clear on all the muddy issues of these confused days.

TWENTY YEARS FROM NOW: A FANTASY

DIRECTIONS: READ THE FOLLOWING STORY AND FILL IN THE BLANK AS YOU FEEL PERSONALLY. ON SOME, YOU WILL BE ASKED TO CHOOSE ONE ANSWER FROM THOSE IN PARENTHESES; ON OTHERS YOU WRITE IN ANY ANSWER YOU WANT TO GIVE.

IMPORTANT: LET YOUR STORY TELL US SOMETHING ABOUT YOU.

It's 5:00 p.m. I'm just arriving home from my job at _____ (name a company). I live in _____ (name a city, state, or country). As I unlock the door to my _____ (contemporary, rustic, fancy, oriental-style, colonial-style, traditional, ranch-style, trailer, apartment, tent) home, I hear my family coming to greet me.

I live with _____. I also live with my pet _____.

Yesterday was my 35th birthday. What a celebration! I had a great time _____. My favorite gift received was a new _____.

Looking back over the past year, I guess the most exciting thing that happened to me was _____ _____. As far as work is concerned, I am now earning an income of _____ (amount of money) per year. How's that for a _____ (high school, college, post-graduate) education?

The wrinkles lining my brow and the silver hairs shining through tell me I'm not as young as I was once. But I have a lot to live for. I guess, mainly, that I'm looking for _____ (love, wisdom, freedom, closer relationship with people) these days and I'd also like to have _____ (greater pleasure, more luxuries, inner contentment).

It's the year 2000. Wow, my world is changing fast. If I could make it happen, I'd fill my world with _____ (brotherhood, _____ peace, beauty, other).

But now is now, and I've gone to dreaming. It's time for dinner at _____, and a couple of hours of _____.

Did you guess my identity? I'm _____.

WHAT DO YOU BELIEVE?

TRUE	FALSE	
_____	_____	Most women never work. They get married and stay at home with children.
_____	_____	Most women who do work do it to buy extras or special treats.
_____	_____	Men hold certain jobs because women aren't physically able to hold them or wouldn't be very good at them.
_____	_____	When mothers work, their children usually turn out to be juvenile delinquents.

Decision-Making Model

Model	Example
Step One: Identify Decision	
Step Two: Gather Information About Yourself 1. Your Values 2. Your Interests 3. Your Aptitudes and Abilities	
Step Three: Gather Information About Your Options	
Step Four: Assess Costs, Risks, Possible Outcomes	
Step Five: Set Goals	
Step Six: Test Reality	
Step Seven: Develop a Strategy	

Gathering Information About Myself

I. VALUES

Looking back at the values clarification activities you have recently done, try to identify the 5 which are most important to you as you think about your life in the future.

1. _____

2. _____

3. _____

4. _____

5. _____

II. INTERESTS

Using the results of the P.I.E.S. and any other ideas you have about areas of interest to you, list your interests.

Career Areas Identified by the P.I.E.S.

1. _____

2. _____

3. _____

List activities, hobbies, special interests which you enjoy.

1. _____

2. _____

3. _____

III. APTITUDES/ABILITIES

Using your DAT profile and your knowledge of other strengths you possess, list your aptitudes/abilities:

1. _____

2. _____

3. _____

4. _____

Assessing Costs, Risks, and Possible Outcomes

Career Option I: _____

Costs

Amount of Education Required _____

Sacrifices You Might Have to Make _____

_____

Other Costs _____

_____

Risks

How likely do you think it is that you will be able to succeed in this job?

Very Likely ——————————— Very Unlikely

Which of your aptitudes will be of help in this job?

1. _____

2. _____

Possible Outcomes

Which of your values will be met in this job?

1. _____

2. _____

Which of your values will not be met in this job?

1. _____

2. _____

Career Option II: _____

Costs

Amount of Education Required _____

Sacrifices You Might Have To Make _____

_____

Other Costs _____

_____

Risks

How likely do you think it is that you will be able to succeed in this job?

Very Likely ——————————— Very Unlikely

Which of your aptitudes will be of help in this job?

1. _____

2. _____

Possible Outcomes

Which of your values will be met in this job?

1. _____

2. _____

Which of your values will not be met in this job?

1. _____

2. _____

Appendix I: Preparation For DAT

I. Introduce Lesson

A. Explain the reason for the test. Tell when it will be given, how it will be used, and how the results will be shared with the student, etc.
B. Compare aptitude and ability; discuss individual strengths and weaknesses.
C. Stress how to prepare for any standardized test.
1. Sleep
2. Breakfast
3. Attitude/motivation
4. Clues on taking a power test

II. Set rules for DAT Warm-Up Game

A. Play by teams of four to six players.
B. Have each team select a captain.
C. Explain that there will be a small reward for the team scoring highest by the end of the class period.
D. Go through a practice round or two.

III. Play the Game

A. Each student is given a set of starter questions, but does not write on these. (Therefore, one set can be used again for each remaining class.)
B. Keep score on the chalkboard.
C. The captain whose hand goes up first gets first crack at the answer; if the question is missed, the next hand that went up gets a turn. (Counselor must be careful to jot out on the board order of captain's hands being raised on each question, so that teams are given chance to answer based on quickness of response.)
D. Captains are allowed to confer with teammates before raising hands.

IV. Finish by using some of the "Fun for Puzzle People" questions.

V. Hints on making this activity successful.

A. Give clear, simple directions.
B. Allow rewards (candy or privilege can be used); these encourage competition and interest.
C. Watch carefully to get onto the board the ORDER of hands going up on each question. Assign each team a number.
D. Skip around on the questions on the stencils, so students won't have answer prepared before you read it.

Introduction to DAT

I. VERBAL REASONING

1. _____ is to water as eat is to _____.

   A. continue - drive
   B. foot - enemy
   C. drink - food
   D. drink - enemy

2. _____ is to night as breakfast is to _____.

   A. supper - corner
   B. gentle - morning
   C. door - corner
   D. supper - morning

3. _____ are to hand as toes are to _____.

4. _____ is to one as second is to _____.

5. _____ is to man as girl is to _____.

6. _____ is to night as sun is to _____.

7. _____ is to male as Mrs. is to _____.

II. NUMERICAL ABILITY

1. Add: 319 + 72 + 1210 =

2. Subtract: $12.29 - $3.14 =

3. Multiply: 482 x 25 =

4. Divide: 67 ÷ 42 =

5. 1/2 divided by 1/8 =

6. 2/5 x 3/5 =

7. $\sqrt{144}$ =

8. ? = 10% of 320.

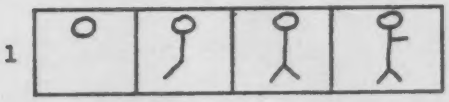
9. 5/8 = 50/?

10. $\sqrt[3]{64}$

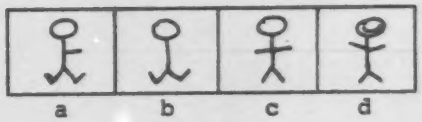
III. ABSTRACT REASONING

Which of the answer figures would be next in each series of problem figures?

Problem Figures



Answer Figures



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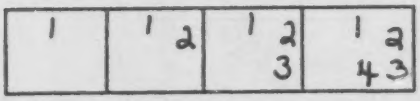

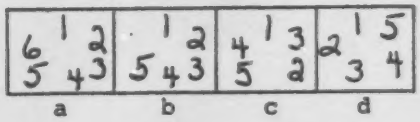

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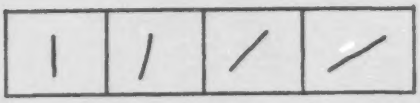

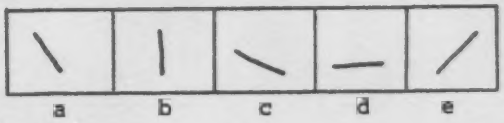

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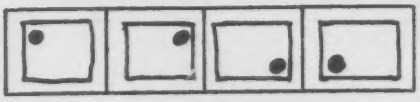
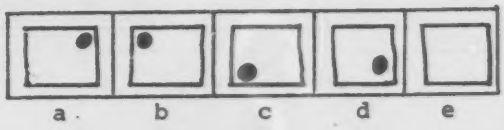


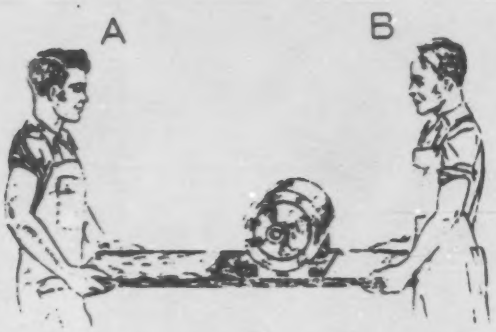


IV. CLERICAL SPEED AND ACCURACY

Each Test Item contains 5 combinations of letters and/or numbers. The same combinations appear in the Answer Column but in a different order. You are to look at the <u>one</u> combination which is underlined in the Test Item section for each number and find the <u>same</u> one in the Answer Column.

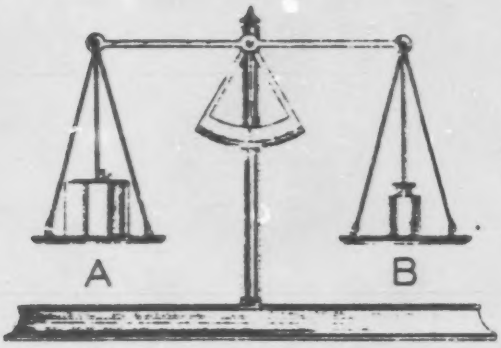
	Test Items					Answers				
1.	<u>AB</u>	AC	AD	AE	AF	<u>AC</u>	<u>AE</u>	<u>AF</u>	<u>AB</u>	<u>AD</u>
2.	aA	aB	BA	Ba	<u>Bb</u>	<u>BA</u>	<u>aA</u>	<u>Ba</u>	<u>Bb</u>	<u>aB</u>
3.	A7	7A	B7	<u>7B</u>	AB	<u>A7</u>	<u>B7</u>	<u>7B</u>	<u>AB</u>	<u>7A</u>
4.	Aa	Ba	<u>bA</u>	BA	bB	<u>BA</u>	<u>bB</u>	<u>bA</u>	<u>Ba</u>	<u>Aa</u>
5.	3A	3B	<u>33</u>	B3	BB	<u>3A</u>	<u>33</u>	<u>3B</u>	<u>B3</u>	<u>BB</u>

V. MECHANICAL REASONING



X

Which man has the heavier load?
(If equal, mark C.)

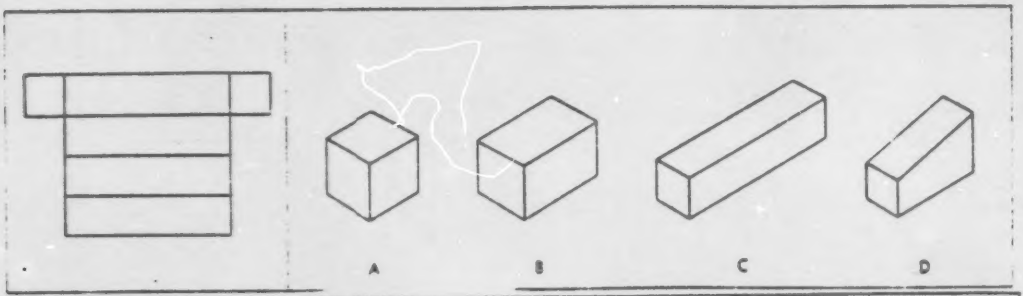


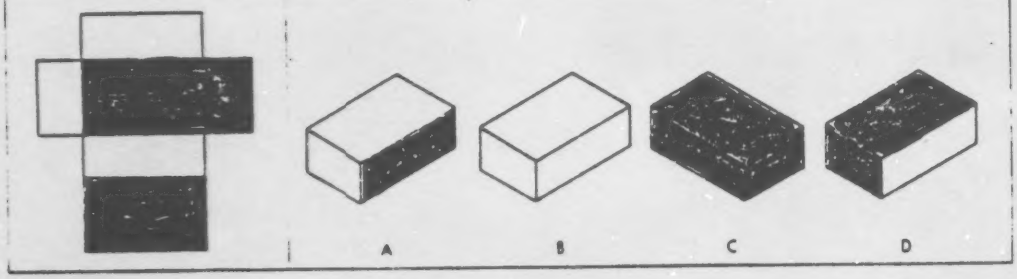
Y

Which weighs more?
(If equal, mark C.)

VI. SPACE RELATIONS

Which one of the four figures - A, B, C, or D -- can be made from the pattern on the left?





VI. LANGUAGE USAGE -- SPELLING

Find the incorrectly spelled words:

1. unusal

2. revanue

3. salery

4. comunity

5. career

VII. LANGUAGE USAGE -- GRAMMAR

Indicate which section of the sentence contains a grammatical error.

1. He knew / he done / well.
   a b c

2. Mandy / set on / the stool / for three hours.
   a b c d

3. The champion / won the game / with hardly / no effort.
   a b c d

Answers for Introduction to DAT

(In asking the questions, it is better to skip around from one number to another. This prevents the students from figuring out answers ahead of time. Also, if you want to provide a small reward to the team getting the most correct answers, begin keeping score for this reward when you start the "Fun For Puzzle People" questions. Let only captains give answers.)

I.
1. C (drink-food)
2. D (supper-morning)
3. fingers - foot
4. first - two
5. boy - woman
6. moon - day
7. Mr. - female

II.
1. 1601
2. $9.15
3. 12050
4. 1 R25
5. 4
6. 6/25
7. 12
8. 32
9. 80
10. 4 ($\sqrt[3]{64}$ means the cube root 4 x 4 x 4 = 64)

III.
1. c
2. b
3. d
4. b

IV.
1. AB
2. Bb
3. 7B
4. bA
5. 33

V.
x. B
y. C

VI.
1. C
2. D

VI.
1. Incorrect (unusual)
2. Correct
3. Incorrect (salary)
4. Incorrect (community)
5. Correct

VII.
1. b
2. b
3. d

Fun For Puzzle People

1. What is 12 divided by 1/3?

2. Why is a manhole normally circular?

3. What does A.M. mean?

4. Which is longer -- a meter or a yard?

5. John is Dr. Johnson's son, but Dr. Johnson is not John's father. How is this explained?

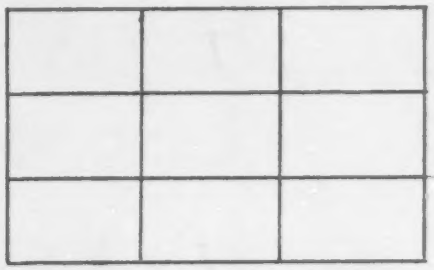
6. A piece of eight is worth eight reals. How many reals are in a doubloon? Try guessing!

7. If a hole in the ground is 2 feet deep, 4 feet wide and 2 feet across, how much dirt does it contain?

8. Can you arrange the letters of new door to form one word.

9. A parent said, "Tim, I am going to pay you very generously -- $6 an hour for the 6 seconds you took to wash your hands for dinner." How much did Tim receive?

10. Can you color three of the squares below red, three blue, and three yellow, so that no 2 squares with the common boundary line are the same color? Don't let two blocks of the same color touch.



11. John, James, and Robin are the 3 mountaineers.
    John is James' brother.
    James is Robin's brother.
    Robin is not John's brother. Explain!

12. What is the most usual meaning of the following:
    (1) catwalk, (2) cocktail, (3) goatee, (4) ponytail, (5) dog collar
    (6) turkey trot, (7) horse chestnut

13. Where do we see "In God We Trust" the most times?

14. Who is the "dingbat"?

15. Who created Mickey Mouse?

16. What football team has lost more Superbowl games than any other?

17. Before Jerry Brown, who was governor of California?

18. What book did Lewis Carroll write?

19. What is Popeye's job title?

20. Where is the Grand Prix held?

21. Who was the most decorated American war hero in World War II?

22. What career did he (question 21's answer) have after the War?

23. A golden wedding anniversary means how many years of marriage?

24. Who is "old blue eyes"?

25. Finish this, "It's like trying to find a needle in a _____".

26. Who was the first black American U. S. Ambassador to the United States.

27. (You must know all three of these) What do CBS, NBC, and ABC stand for?

28. What famous dog had a long run television series?

29. Name 2 American presidents who played the piano.

30. Who is "Dr. J"?

31. Which flu was millions of Americans inoculated against in 1976?

32. What is "the tubes" in London and "the metro" in Paris?

33. What is the "Big Red Machine"?

34. In what state did Abraham Lincoln make his famous Gettysburg address?

35. "Hail to the Chief" is played for what person in government?

36. Who is Jack Nicklaus?

37. Do horses sleep standing up or lying down?

38. In what area of New York City does most trading in stocks and bonds take place?

39. How old must a boy be to become a Boy Scout?

40. How old do you have to be to be president of the United States?

41. What is the name of the Queen of England?

42. How many pennies would you need to make $10.00?

43. What baseball player was called "The Sultan of Swat"?

44. A ball <u>is</u> <u>not</u> used in which of the following sports? Golf, Tennis, Hockey, or Soccer.

45. How many years is the length of a United States Senator's term?

46. How many years is the length of a United States Representative's term?

47. What do a four-leaf clover, a horse shoe and a rabbit's foot have in common?

48. How much does your hair grow?

49. Is "Rudolph the Rednosed Reindeer" a famous song, a children's book, or a TV program?

50. In which sport is the word "love" used in scoring?

51. Which football teams did Howard Cosell and Frank Gifford play for before becoming sportscasters? (must get both)

52. Once a year most Americans have to file income tax reports. What date?

53. What was the famous train that ran between Paris, France, and Istanbul, Turkey? (Agatha Christie's best selling book was about it)

54. Which mammals (besides man) can see colors?

55. Which is deeper the Altantic Ocean or the Pacific Ocean?

Answers for Fun for Puzzle People Questions

1. 36

2. Because no matter which way it is turned a circular cover cannot fall into whatever it is covering.

3. ante meridiem (afternoon is incorrect) Someone might say air medal or master of arts which are correct.

4. Meter

5. Dr. Johnson is John's mother

6. Sixteen

7. None

8. Yes is how this should be answered. (oneword = newdoor)

9. One penny

10.

Y	R	B
B	Y	R
R	B	Y

There could be more than one answer to this. (They are not touching if they are diagonal to one another.)

11. Robin is a sister.

12. (1) ladder-like structures to aid in building or on stages
    (2) a drink
    (3) hair on the chin
    (4) hair pulled to the back of the head
    (5) slang for a priest's collar, also a necklace
    (6) a dance
    (7) a tree, the seed from the tree, also called a buckeye

13. On a one-dollar bill

14. Edith Bucker ("All in the Family")

15. Walt Disney

16. The Minnesota Vikings

17. Ronald Reagan

18. Alice In Wonderland

19. Sailor

20. Monaco

21. Audie Murphy

22. Movie Star

23. Fifty

24. Frank Sinatra

25. Haystack

26. Andrew Young

27. Columbia Broadcasting System, National Broadcasting System, and American Broadcasting System

28. Lassie

29. Nixon and Truman

30. Julius Erving

31. Swine-flu

32. The subway

33. Cincinnati Reds

34. Pennsylvania

35. President of the United States

36. Famous golfer

37. Both or either

38. Wall Street

39. Eleven years old

40. At least 35 years old

41. Elizabeth

42. One thousand

43. Babe Ruth

44. Hockey - a puck is used

45. Six years

46. Two years

47. Symbols of good luck

48. Approximately 3/4 inch per month

49. All three

50. Tennis, 3-love means 3 to nothing

51. Frank Gifford - New York Giants, Howard Cosell - none

52. April 15

53. The Orient Express

54. Monkeys - only

55. Pacific Ocean

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CAREER DEVELOPMENT PROGRAM

9TH - 10TH GRADES

A COMPONENT OF THE DEVELOPMENTAL GUIDANCE PROGRAM

Dr. James A. Adams, Superintendent

Dr. Fred B. Adams, Asst. Superintendent
Pupil Personnel Services

WINSTON-SALEM/
FORSYTH COUNTY SCHOOLS

NINTH GRADE CAREER DEVELOPMENT PROGRAM

Building on the Career Development activities students have experienced during junior high school, the Ninth Grade component of the Career Development Program provides each student the opportunity of exploring his/her relationship to the world of work in greater depth. Although there may be some repetition and a little overlap between the junior high and high school components, the added experience and maturity of the ninth grade students should make the program significantly more meaningful than was possible at the junior high level.

The objective of the program is to provide each student with knowledge and awareness of his/her own unique personality and aptitude, a knowledge of the world of work, skill in decision-making, an appreciation for the relevance of the school curriculum with the future, and a consciousness of the control each student has over his/her own life.

Scheduling

The program is designed to be completed in five class periods with an individual follow-up conference scheduled as soon after the conclusion of the classroom portion as possible. It is suggested that three students be scheduled to come to the Guidance Office for a full period each day after the classroom portion is completed. The counselor will work with each student individually to complete his/her Educational/Career Profile while the other two students work on an occupational analysis of their choice.

Each school should determine through which subject area students are to be accessed for this program. Subjects in which students are grouped according to ability may provide the most advantageous setting.

Grading

Because the Career Development Program is a guidance activity, it is desirable to avoid any qualitative evaluation in grading student participation. If the teacher wishes to include the students' participation in calculating the grade, each student should be given credit for satisfactory work unless he/she has totally refused to cooperate.

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Fred B. Adams
Assistant Superintendent of
Pupil Personnel Services

Bill Albright
Vocational Guidance and Placement Counselor

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UNIT ONE: GROUP COHESION/INTRODUCTION

Objective: To establish a purpose and a sense of community for the group

Activity: Career Puzzle-Cooperation Activity

Directions: Use puzzles from the Singer Job Survival Skills Kit. (Each senior high school has this kit.)

Divide students into groups of four. Have each student in each group take a bag of puzzle pieces with a colored dot on the back of the pieces (red, blue, green, yellow). Tell them that each of them has the pieces for one corner of a larger puzzle. The extra bag of puzzle pieces forms the center of that puzzle (no dots on back of pieces). The object is for the different groups to compete to see who puts the puzzle together first.

Emphasize that there are only two rules which must be followed.

(1) No one is to talk at all while completing the puzzle. All communication must be non-verbal (pointing, etc.).

(2) No one in the group may begin work on the center of the puzzle until all four corners are complete.

Questions and Suggestions for Discussion:

(1) When you completed your own corner, how many people helped someone else in the group? (You didn't say they couldn't help). Did it speed up the process?

Talk about the importance of cooperation. Emphasize that unless every individual is very skilled at a task, helping each other will always improve efficiency.

(2) Was there a leader in the group?

This can lead to an interesting discussion about how leadership can develop even in a non-verbal situation.

a. Sometimes leaders are chosen (but not here).

b. Sometimes leaders simply take charge (you may have some who did this).

c. Sometimes leaders emerge because of their talent in a task and/or their ability to get people to work together (you may have some of these).

(3) Did anyone feel frustrated by the activity? Did it make you feel uncomfortable if you were slow putting the puzzle together?

Discuss the fact that in a puzzle activity being slow isn't really very important. But, when you're the one in the class who makes a low grade it may really hurt. Or how about when you feel you're the worst player on a basketball team, etc.?

If there are extra students who do not fit into one of the groups of four, they can be used as observers. Be sure the participants cannot hear your instructions to the observers. Their duties would include being sure the rules are followed and watching for cooperation, leadership, frustration, etc. They can be very helpful when discussion begins

Alternate Activity: Dimensions of Cooperation

Directions: If the Singer kit is unavailable, the Dimensions of Cooperation activity found on pages 120-122 of the Winston-Salem/Forsyth County Schools Guidance and Counseling: A K-12 Developmental Program may be substituted.

Activity: Career Fantasy-"This is Your Life"

Directions: Read aloud to students:

Close your eyes. Forget about the past. Let's try for a few minutes to look into the future. Are your eyes closed? Now just relax and pretend you are seeing a movie of the next ten years of your life.

I'm going to ask you a few questions to help you think about the future.

Where will you be going to school? Do you like this school?

What will you be doing for recreation? Does this make you feel good?

Will you travel often? Where will you go? Will you go by bus, car, airplane, amtrak?

Where will you live? In the city, small town, country? Do you live in a house, apartment, trailer, or a condominium?

Are you married? Do you have children? How many? Are they boys, girls, or both?

Are you in the army or other military service?

Think very carefully about one last question. Are you happy in this fantasy?

End of Fantasy.

Be sure to follow the fantasy with discussion.

Suggested questions to stimulate discussion:

(1) What about your fantasy surprised you?

(2) Was it difficult to think about the future in this way? Why?

(3) Were you happy about your life? If not, why?

As an introduction to a discussion of Decision-Making, end with the question "How many of you have ever made a major, life-changing decision totally on your own?" Usually, you will find no one or only a very few students who have made such a decision for themselves. However, in light of the Career Fantasy exercise, you can discuss the fact that in the next ten years they will make many major decisions for themselves. Therefore, it is important that they develop a good method for making decisions.

UNIT TWO: DECISION-MAKING

Objective: To provide each student with an understanding of the process of decision-making

Lecturette:

Many methods of decision-making have been used throughout time. They may seem silly or inappropriate, but the people who used them were very serious; for example, in ancient Egypt when kings were faced with making important decisions, they would ask their priests to read the livers of sacrificial lambs for signs. Such signs would then allow them to determine what decision would be made.

Egyptian kings and other leaders of the ancient world based decisions on the positions of the stars, which are known as astrological signs. Even in modern times, important leaders have been known to base decisions on astrological signs. Adolph Hitler regularly consulted astrologers and apparently made numerous military decisions on their advice. Because of this, the Allies (U.S., France, Russia, and Great Britain) hired astrologers to help predict what decisions Hilter might make. Some people thought that Hitler decided to delay the invasion of England because the scheduled invasion date occurred during the dark of the moon, which was a bad omen. The delay was costly as the Allies gained the upper hand, and it became too late for the Germans to carry out the invasion.

Decisions concerning the guilt or innocence of people accused of crimes have also been made in unusual ways. In England, around the tenth century, a common way to determine a man's guilt or innocence was to plunge his arm into a pot of boiling water, bandage it after it had been burned, and in three days remove the bandage to see if the burns were healing properly. If healing was apparent, it was decided that the accused was innocent. If no signs of healing were found, he was declared guilty. A similar method of determining guilt or innocence was to place a hot iron in the person's hand and have him carry it a prescribed number of paces. If he dropped the iron before completing the distance, he was declared guilty.

Another common method of deciding guilt or innocence was to throw the accused individual into a pond. If he sank, he was innocent because the water accepted him, and everyone knew that water accepted only innocent people. If the accused floated, he was declared guilty because the water was rejecting him.

In summary, the decisions made by these techniques were based on superstition rather than fact. Quite obviously the people who made such decisions had little or no factual basis for the choices which they made. The human being has a mind capable of choice based on reason. Whenever this ability to reason is not used, the result is likely to be unrealistic.

Activity: Decision-Making Strategies

Directions: Begin the session by telling each student they now have ten dollars ($10.00). Give them the opportunity to gamble with their money. Each student has the following choices:

a. to keep the money
b. to take 2:1 odds (i.e. $20:$10)
c. to take 5:1 odds (i.e. $50:$10)
d. to take 100:1 odds (i.e. $1000:$10)

After choices are made, ask them to remember theirs while listening to the following explanation about Decision-Making and Risk-Taking.

A strategy is a plan of action; strategy is sometimes called planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision-maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision-maker finally choose in the face of these unknowns? The four most common risk-taking strategies are as follows:

Wish Strategy - the alternative that could lead to the most desirable result, regardless of risk.
Escape Strategy - the alternative that is most likely to avoid the worst possible result.
Safe Strategy - the alternative that is most likely to bring success; has the highest probability.
Combination Strategy - the alternative that has both high probability and high desirability.

Try to identify the strategy used in the gambling situation at the beginning of the session and in each of the following decisions:

(1) The manager of a major league baseball team decides to tell his pitcher to walk the next batter intentionally. It is the last half of the ninth inning; the score is tied, two (2) men are out, and no one is on base. The batter leads the league in home runs.

(2) A high school senior wants a scholarship to attend college so he won't have to work. He may be offered a substantial grant by an out-of-state college, but he will not hear from the college until May. His local state college must have his decision now. He decides not to apply to the state college, but to wait and hope to hear favorably from the out-of-state college.

(3) An eleventh grader decides to earn money by taking an established paper route on salary rather than selling well-known magazines on a commission basis.

(4) A general decides to send troops into a foreign country in order to bring a war to an end more quickly.

(5) A man decides to apply to become an astronaut when the chances of being selected are very small.

(6) The husband of a young couple has an hereditary blood disease. After talking the situation over for a long time, the couple decides to risk having their own baby rather than adopting an available healthy baby boy.

Activity: Decision-Making Model

Directions: Project a transparency of Activity Sheet A-1, Decision-Making Model."

Go through the model step using the following explanations:

(1) Identify the Decision - Focus squarely on the decision to be made. Try to make this decision as specific as possible.

(2) Gather Information About Yourself - Make sure you are aware of your interests, values, and aptitudes/abilities which relate to the decision.

(3) Gather Information About Your Options - Try to identify all your options and all available information about each option.

(4) Assess Costs, Risks, Possible Outcomes - Every decision involves some risks. Some people can't make decisions because they fear these risks. The way to reduce the fear of making a mistake is to make a realistic, objective analysis of the risks, costs, and possible outcomes of each option before deciding.

(5) Set Goals - Rule out some choices and concentrate on the ones that seem reasonable - the choices which fit with what you want, with what you have to offer, and at a cost or risk you can accept.

(6) Test Reality - Talk to parents, close friends, teachers, counselors, and other experts.

(7) Develop a Strategy - This is where you make your decision. Your strategy is your plan for balancing two factors - the desirability of a choice and the odds of success.

Have students go back to the chart and add the following data concerning a decision to be made at each step:

(1) Identify Decision - Which new car should I buy?

(2) Gather Information About Yourself - (1) I value gas economy.
(2) Reliability is more important to me than style.
(3) I can spend no more than $5,000 without using money I've saved for college (or marriage, etc.)

(3) Gather Information About Your Options -

	VW Rabbit	Fiat XL-140	Toyota Corona
(1)	40 mpg.	35 mpg.	38 mpg.
(2)	Repair record better than average	Repair record poorer than average	Repair record average
(3)	Average-looking	Very stylish	Average-looking
(4)	$8,000	$9,000	$4,800

(4) Assess Risks, etc - (1) If I buy the VW, . . .
(2) If I buy the Fiat, . . .
(3) If I buy the Toyota, . . .

(5) Set Goals - The Fiat is out; it costs too much and has a poor mechanical record.

The VW and the Toyota are about equal in mileage, repair record, and style; however, the Toyota is within my price range.

I think I will but a Toyota.

(6) Test Reality - Test drive a Toyota. Talk to other Toyota owners. Read Popular Mechanics and Motor Trend articles evaluating the Toyota.

(7) Develop Strategy - I will buy a Toyota.

UNIT THREE: WORK VALUES

Objective: To assist students in clarifying their personal value system particularly as their values relate to the world of work

Activity: Work Values Introduction-"What Really Matters?"

Directions: To introduce the concept of work values, use a brief discussion of work values centered around three transparencies (A-2, A-3, and A-4).

Project the first transparency, A-2:

Teacher
Pilot
Store Manager
Scientist

Ask the students to rank these jobs in order of their own preference. Ask several students to share their rankings with the class.

Then project the second transparency, A-2, where the amount of money that people in each of these jobs make is also given.

Teacher - $15,000
Pilot - $22,500
Store Manager - $45,000
Scientist - $30,000

Ask the students if the added information would cause them to change their rankings in any way. Discuss the fact that if they have changed their rankings, it may mean that they value money highly.

The third transparency, A-4, adds information about what the people in these jobs actually do.

Teacher - $15,000 - teaches deaf children to speak
Pilot - $22,500 - is a captain of the U.S. Army Air Corps
Store Manager - $45,000 - runs an office supplies store in home town
Scientist - $30,000 - helps to plan the space program

Again, discuss how they would change their rankings based on the new information. These changes might reflect a variety of different values. For example: if knowing that the scientist works for the space program causes them to raise the ranking for scientist, it might mean they value excitement.

This activity can stimulate a good 15 or 20 minutes discussion of work values and how they affect our decision-making processes. It makes an excellent introduction for the "Work Values Inventory" where students can clarify their own personal values.

Alternate Activity: Apple-Damper/Roll-Bender*

Directions: Read the following to the class: "You have a job which pays $124.00 per week. You have no other income. You need more pay to meet your expenses, but your employer simply cannot afford to pay you a higher wage. You go to the employment office and discover that only two jobs, for which you are qualified, are listed -- Roll-Bender and Apple-Damper."

Prepare a chart containing the following information: (Use A-5 to prepare a transparency)

Apple-Damper	Roll-Bender
Salary: $154 per week	Salary: $200 per week
Works 5 days a week	Works six days a week
Averages 12 years in 1 location	Seldom stays in 1 location more than 5 years
Wears blue jeans	Wears business suit
No Labor Union	Unionized
Can retire at 65	Can retire at 60

Cover the chart with a blank piece of chart paper leaving only the job titles showing. Ask students if they would apply for either job. This will lead to a discussion of what kind of information they would like to have before deciding. List the work values they request on the board. Slip the cover sheet down uncovering one fact at a time. Discuss the implications of each one, i.e., why might one job pay more than the other? When all the facts have been uncovered, ask the students to make a decision based on the given information and discuss their reasons for choosing that particular job.

Discussion Questions:

(1) What are two part-time jobs you could possibly get right now? Which one would you choose? Why?

(2) What is one job that you would not ever want, regardless of the pay?

(3) If you were interviewing for a job today, what questions would you ask an employer about the job? Brainstorm a list of questions. Have each student rank them according to their importance to them.

*Adapted from "Getting the Facts," The Valuing Approach to Career Education, Facilitator's Guide, pp. 65-69

Supplementary Activity: Work Values Auction

The purpose of this game is to allow students to bid on job descriptions which appeal to them. Each job description is correlated with a work value which is revealed to the student who gets the job by bidding the highest:

Directions:

(1) The rules for an auction are reviewed for the students.

(2) Students are given a preview list of the 75 jobs which are to be auctioned (See A-6). This list includes 5 representative jobs for each work value. The list may be abbreviated if necessary to include only 2 or 3 examples per work value.

(3) Each student is given $1,000 in play money divided among the following denominations:

20 five-dollar bills
10 ten-dollar bills
5 twenty-dollar bills
2 fifty-dollar bills
6 one-hundred-dollar bills

(4) The counselor will read each job description printed on the 3" x 5" cards (but does not state the work value identified). The student who bids highest receives the card listing the job and the work value.

(5) The game is ended when all jobs have been auctioned or when time is called about five minutes before the end of the period.

(6) The counselor can lead a discussion of work values and encourage students to remember the values they bought to aid them in filling out their "Work Values Inventories".

Activity: Work Values Inventory

Directions: Have each student identify the 5 work values on the Work Values Inventory (A-7) most important to him/her and rank them 1-5, with 1 being the most important. Have them indicate the 5 least important work values with an X.

Determine the 5 values most important to the class as a whole. Suggest that each student compare his/her top 5 to the class's top 5. Have the students file their Inventory in their Career Folder.

Activity: Jobs: His or Hers?

Directions: Distribute activity sheet A-8 "Jobs: His or Hers?" Have students complete it individually. Then divide them into small groups and have them discuss the results. Questions for discussion might include:

(1) Why did you mark specific jobs as more appropriate for men or women?

(2) Did you have clear reasons for your decisions or was it sometimes just a feeling?

(3) Did the group discussion alter any of your original answers?

When dividing students into discussion groups, you may want to try both single sex groups and mixed sex groups to see how that affects the process.

UNIT FOUR: INTERESTS

Objective: To assist each student in identifying his/her interests as they relate to the world of work

Activity: The Self-Directed Search by John Holland

Directions: Before the group begins, give these directions for the inventory:

(1) Write your name and the other identifying information on the response sheet, A-9.

(2) In the blanks provided in the Possible Occupations section, write down the names of 3 occupations that you have considered for yourself.

(3) On pages 4 and 5 of the Inventory Booklet, count the number of activities under section R that you would like to do and put the number in the ACTIVITIES section on your answer sheet. Do the same for each of the other letters, I, A, S, E, and C in this section.

(4) On pages 6 and 7 of the Inventory Booklet, count the number of activities that you can do well or that you think you could learn to do well and put that number in the COMPETENCIES section on your answer sheet. Do the same for each of the other letters, I, A, S, E, and C in this section.

(5) On page 8 (and page 9 if you are using Form E of the Booklet) count the number of occupations that interest you or appeal to you and put that number in the OCCUPATIONS section on your answer sheet. Do the same for each of the other letters, I, A, S, E, and C in this section.

(6) Close your booklet when you have finished this section. The rest of the Self-Directed Search can be completed on the answer sheet.

(7) In the next two sections on the answer sheet, RATE YOUR OWN ABILITIES on each item. Rate yourself as you think you are as compared to other people your own age on a scale from .1 to 7.

TO SCORE your answers, add up all the numbers you entered in the R blanks and write that total at the bottom of the R column. Then, add the numbers in each of the other columns and put those totals at the bottom in the same way.

In the SUMMARY CODE boxes, write in the three letters for which you have the highest scores. If two letters are tied, put them in the same box.

Interpretation: The SUMMARY CODE refers to the six Personality Types identified by Holland which your answers indicate you may resemble: (R) Realistic, (I) Investigative, (A) Artistic, (S) Social, (E) Enterprising, and (C) Conventional (See A-9 "Personality Types-Holland). The letter in the first box may indicate the element of your personality which is strongest, and you should read the description of that Personality Type carefully. The other letters in your Summary Code also refer to Personality Types which may also be included in your personality to some extent, and you should also read the descriptions of these types to see how accurately they seem to describe you.

The next step in using the Summary Code is to consult the two-page list of JOBS divided into the same six classifications as the Personality Types. The jobs listed in each area are occupations which are generally attractive to people with those personality types. A more extensive look at these same classifications is available in the American College Testing program's booklet Exploring on pages 28-34. This booklet lists even more jobs in these classifications and also identifies them by the level of education required.

A final step in interpretation is to consult The Occupations Finder (or The Job Finder for Form E). It is critical to stress that the Self-Directed Search is not a predictor and that the occupations listed under each code are not the only ones a person should consider. The summary codes listed with an occupation are the codes that people who are engaged in that occupation made when they took this inventory. Students should be encouraged to use all permutations of their code in consulting the Finder since jobs classified as REC have a great deal in common with those classified ERC, ECR, CER, CRE, etc.

It is also interesting to convert the jobs the student listed in Possible Occupations to a Summary Code and compare that code with the one the SDS yielded.

Students who took the SOIA (Survey of Interests and Abilities) last year can also compare the results of that inventory with their Holland results since both inventories refer to jobs in the same six classifications.

Have students record the results of this inventory in their Career Folders.

Alternate Activity: Holland's Personality Types

Directions: Begin the discussion by asking students if they ever read their horoscope. Explain that today they are going to discover their job horoscope. Many people in various groups of jobs, or career clusters, tend to display common personality traits, interests, and aptitudes. Students will have an opportunity to compare themselves to personality types compiled by asking many people in various careers about interest and aptitude.

Give students a copy of the "Personality Types-Holland" (Activity Sheet A-10) handout. Before they read about the six personality types, have them to list on the back of the sheet several possible career choices. Read and discuss the personality types. Have students to underline the words or phrases in each one that describe them. Ask students to determine which is most like them, least like them, etc., until they come up with a three letter code. Ask students not to reveal the code yet, but to write it at the top of the page and turn the sheet over.

Ask students to guess the code of the teacher and to give reasons for their guesses. Volunteers may ask the class to guess their code or first choice and give feedback to the volunteer.

Questions for Discussion:

(1) Do the career choices listed by the student on the back of the sheet relate to their personality types?

(2) How else might a person meet the needs expressed in their code other than by a job?

(3) Discuss career planning as a broad concept including leisure time activities, volunteer work, and other aspects of lifestyle.

UNIT FIVE: ORIENTATION TO HIGH SCHOOL CURRICULUM

Objective: To assist each student in selecting the courses from the Winston-Salem/Forsyth County Schools curriculum which are the most appropriate for the career directions he/she is considering.

Lecturette:

Our school system offers more than 275 courses for you to choose from in planning your high school curriculum. You can probably take only about 24 or less than one-tenth of these courses in your four years so each choice you make should be considered very carefully. DON'T WASTE YOUR CHOICES!

As you make these choices, the most important thing to keep in mind is that THESE COURSES CAN HELP YOU ACHIEVE YOUR CAREER GOALS. Right now one of your immediate goals is graduation from high school, and there are certain required courses that you must have to achieve this goal. You will certainly want to be careful that you register for those courses which will entitle you to your high school diploma.

Choosing The Right Courses

It is not difficult to choose courses which will earn the 18 units in the areas required for graduation, but simply choosing any 18 units which will lead to a diploma may not prepare you for much of a future. However, if you choose courses which meet those graduation requirements and are appropriate for your INTEREST, ABILITIES, and LONG RANGE PLANS, your high school education will be much more meaningful. Your long range plans should influence each course you select.

Planning Is Essential

Since many courses you may want to take have pre-requisites, it is essential to consider your entire four year (9-12) high school plan. Starting last year, you developed an Educational/Career Profile which will give you an annual opportunity to look at the whole four year sequence. Being able to take a specific course in the 11th grade may depend on courses you took in the 9th or 10th grades. Only by plotting your Educational/Career Profile carefully can you be sure that you can work in all the courses that you will need to achieve your goal. The Profile can (and should be) changed when your goals and needs change. Don't feel locked into a rigid plan when you identify some long range goals for yourself. These goals should serve as guidelines -- a plan.

Preparing For The World of Work

If you think you would like to go to work as soon as you graduate, you should be sure to include courses which will provide you with the skills that you need to get a job. Employers want high school graduates, but they want graduates who have special skills and knowledge. Our school system offers many courses in vocational education which will provide you with those skills.

There are five cooperative education programs which combine classroom instruction with actual on-the-job experience. These programs, Distributive Education, Industrial Cooperative Training, Cooperative Home Economics, Cooperative Office Occupations, and Agriculture Coop, would provide an excellent opportunity for you if you plan to go directly to work after high school.

Any of the Career Center's 40 occupational courses would also prepare you for entering the job market. Career Center courses offer individualized instruction in a classroom and lab setting to prepare you for immediate employment or for continuing your training in the field at a post-secondary level.

In addition, there are other vocational courses offered at each high school and senior high school which teach job-related skills. These business, home economics, and industrial arts courses could provide you with entry-level skills.

Preparing For Post-Secondary Education

If you plan to continue your education at a technical school, community college, or four-year college, you will probably need some specific courses which are required for admission in addition to your high school diploma. These requirements vary widely from one school to another so it is important for you to determine the admission requirements of any school in which you are interested. Some of the more common requirements for college admission include the following:

2 years of one foreign language
2 years of algebra
1 year of geometry
1 additional science course (besides the required one in biology)

Even if your college doesn't specifically require these courses, including them in your high school curriculum will increase your chance of being admitted and will also give you a better preparation for college-level work. Technical schools and community colleges frequently require special courses for certain degree programs; for example, chemistry is a requirement for some medical programs

There are no hard and fast rules for meeting post-secondary admission requirements since they do vary so much. However, you can increase your chances of being eligible for admission to the school of your choice with careful selection of your high school courses. And remember: It won't hurt your chances for admission to take an extra course which may end up not being required provided that you are successful. No one was ever denied admission because they took <u>too many</u> courses!

(1) Please study your registration materials carefully.

(2) Talk with your teachers, parents, and friends about your long range plans.

(3) Think seriously about the courses our schools offer which fit into your plans.

(4) Develop your Educational/Career Profile as thoughtfully as you can.

(5) Call on your counselors for any assistance they can offer during the entire process.

Activity: Beginning an Educational/Career Profile

Directions:

(1) Distribute the students' Career Folders so that each will have access to his/her 8th grade Educational/Career Profile.

(2) Distribute an Activity Sheet, A-11, "Student Educational/Career Profile" to each student. Ask each one to fill in the Career Interests, Educational Plan, and Test Information Sections.

(3) Distribute a copy of the Student Registration booklet, demonstrating its arrangement and content.

(4) Explain course weights and the method of calculating class rank using these weights.

(5) Ask students to begin considering the courses in grades 10-12 which seem most appropriate for reaching their career goals.

(6) The Profile will be completed during an individual conference.

Activity: Orientation to Resource Center

Directions: Explain to students that they will be invited to the Guidance Office in small groups to complete their Educational/Career Profile and to utilize the Career Resource Center.

Demonstrate to students some of the most useful sources in the Center:

(1) Occupational Outlook Handbook

(2) Vocational Biographies

(3) COIN System

(4) Encyclopedia of Careers

(5) Appropriate filmstrips and tapes

Activity: Completing an Educational/Career Profile Analyzing an Occupation

Direction: As soon as the classroom portion of the Career Development Program is completed, schedule each student in groups of 3 to come to the Guidance Office sometime during the next two weeks.

In an individual conference with each student, complete the Educational/Career Profile. One copy of the profile should be sent home to parents; one should go in the Career Folders.

While one student is completing the Educational/Career Profile, have the other two students work on Activity Sheet A-12, "Job Study", using the Career Resource Center.

Evaluation

Please circle only one answer per question.

	Always	Often	Sometimes	Never	Does Not Apply
1. The activities used were valuable to my learning.					
2. The group discussions were valuable to my learning.					
3. The counselor's explanations were valuable to my learning.					
4. The sessions increased my knowledge about making decisions in important life situations.					
5. I can use what I learned in the sessions outside of this class.					

Do you think this Career Development Workshop was worth your time?
_____Yes _____No _____Not Sure

Please make any comments or suggestions you wish about the Career Development Workshop.

Decision-Making Model

Model		Example
Step One:	Identify Decision	
Step Two:	Gather Information About Yourself 1. Your Values 2. Your Interests 3. Your Aptitudes and Abilities	
Step Three:	Gather Information About Your Options	
Step Four:	Assess Costs, Risks, Possible Outcomes	
Step Five:	Set Goals	
Step Six:	Test Reality	
Step Seven:	Develop a Strategy	

TEACHER

PILOT

STORE MANAGER

SCIENTIST

Occupation	Annual Salary
TEACHER	$15,000
PILOT	$22,500
STORE MANAGER	$45,000
SCIENTIST	$30,000

TEACHER	$15,000	Teaches deaf children to speak
PILOT	$22,500	Is a captain in the U.S. Air Force
STORE MANAGER	$45,000	Runs an office supply store in a small town
SCIENTIST	$30,000	Works in the Space Program

APPLE-DAMPER	ROLL-BENDER
Salary: $154 per week	Salary: $200 per week
Works 5 days a week	Works six days a week
Averages 12 years in location	Seldom stays in 1 location more than 5 years
Wears blue jeans	Wears business suit
No Labor Union	Unionized
Can retire at 65	Can retire at 60

A PREVIEW LIST OF JOBS TO BE AUCTIONED

The following 75 jobs will be offered "for sale" to the highest bidder. You should read through the list to see what is available so that you will be able to bid on jobs wisely. You don't want to spend all of your money before a job you really want comes up for sale, nor do you want to save all your money hoping for a job that will never be offered.

1. A job in which you do exciting, unusual things.
2. A job in which you are able to think up new ways of doing things and try them out.
3. A job in which your salary will be larger than the average person's.
4. A job in which you listen to other people and help them solve their problems.
5. A job in which you make something using simple tools and materials.
6. A job which allows little opportunity for physical activity but which requires a great deal of thinking and reasoning.
7. A job which requires that you do many different things during a work day.
8. A job in which you can be sure that your work requirements will not vary much from day to day.
9. A job from which there is very little chance you would ever be fired.
10. A job in which you are your own boss and can do things your own way.
11. A job which carries with it a lot of respect from the community.
12. A job in which you direct other people at their jobs.
13. A job in which you do strenuous, hard work, using your muscles.
14. A job in which you start out at the bottom but have the chance of moving up to the very top by working hard and being successful.
15. A job in which you are constantly competing against others.
16. A job in which you are required to carry a gun for protection.
17. A job in which you are able to draw, paint, or use your artistic ability.
18. A job which will pay well enough to allow you to own a large home, several cars, a boat, and to allow you to travel.
19. A job in which you make other people feel better.
20. A job in which you must handle objects or machinery.
21. A job in which the ability to think quickly and creatively is very important.
22. A job in which you can never guess what will be required of you to do next.
23. A job in which you do the same thing all day so that you can think about anything you want and not have to concentrate on your work.
24. A job which does not expose you to the threat of criticism.
25. A job in which you can decide when and what you want to do.
26. A job which will make you important and noticed.
27. A job which allows you to make policies and decisions for other people.
28. A job in which you are constantly moving around, very seldom sitting down.
29. A job in which your successes and accomplishments are rewarded with promotions.
30. A job in which your progress is compared against the progress of other employees and in which the most progress is rewarded with raises or promotions.
31. A job in which you do dangerous and risky things.
32. A job in which you make objects you consider beautiful.
33. A job which would make you a millionaire.
34. A job in which you do something for other people that makes their lives more pleasant.
35. A job in which your work involves the skillful use of your hands but does not require a great deal of thinking.

36. A job in which you do a great deal of reading and studying.
37. A job which presents new challenges each day.
38. A job which requires you to do simple, routine things that do not require much thought or concentration.
39. A job which is fairly sure to exist until you wish to retire even though there is not much chance that it will lead to promotions or higher salary.
40. A job in which your supervisor or superior leaves you alone most of the time.
41. A job which makes other people respect you.
42. A job which requires you to be a leader but which also carries with it the risk of being fired if you don't do well.
43. A job which requires more brawn than brain.
44. A job in which a great deal of pressure is put on you to succeed and get ahead.
45. A job in which the employee who works the hardest or accomplishes the most is the "winner".
46. A job in which you are never sure what will happen next.
47. A job in which you use your imagination.
48. A job which has a salary that will provide you with more money than you really need to live comforably but simply.
49. A job in which you will have close associations with other people.
50. A job in which you repair things.
51. A job which requires you to solve complicated problems.
52. A job in which you work at many different places during the day.
53. A job which is uncomplicated and easy to do.
54. A job in which you are very unlikely to fail.
55. A job in which you are held accountable for your work, not the number of hours spent on the job.
56. A job which requires you to assume a great deal of responsibility.
57. A job which will give you status with your friends.
58. A job which gives you a chance to use your physical strength.
59. A job which is difficult enough to be a real challenge to you.
60. A job in which there is a lot of competition.
61. A job in which you work with wild animals.
62. A job in which you do creative writing.
63. A job which pays well enough to enable you to buy the luxuries you would like.
64. A job in which you help other people.
65. A job in which you build things.
66. A job which is very technical and detailed.
67. A job which involves a variety of work activities.
68. A job on an assembly line or an automated machine.
69. A job which is safe; one in which you're not likely to be injured.
70. A job in which you can decide when and how to do your work.
71. A job in which people look up to you.
72. A job in which you lead and influence others.
73. A job in which you are able to participate in sports.
74. A job from which you receive a lot of personal satisfaction.
75. A job in which you compete with others to sell products or ideas.

WORK VALUES INVENTORY

Rank the five work values most important to you 1-5, with 1 being the most important. Indicate the five least important to you with an X.

_____ 1. Adventure - doing exciting activities, being in new or uncertain situations; engaging in competition

_____ 2. Creativity - producing something artistic, creative, or imaginative

_____ 3. Money - being well paid; being able to afford many of the luxuries of life

_____ 4. Job Security - having a steady job from which you are unlikely to be fired and in which you are unlikely to receive public criticism

_____ 5. Independence - being your own boss; being able to follow your own convictions and do the job the way you want without someone watching over you

_____ 6. Using Your Mind - solving complex questions requiring thought; applying concepts and knowledge to problems

_____ 7. Working with Your Hands - having a job where you can use your hands, machines, or tools to make or repair things

_____ 8. Helping People - working in close contact with people; being able to comfort and assist others through your work

_____ 9. Leadership - being responsible for and directing the work of others; making decisions affecting others; managing

_____ 10. Prestige - having a job which gives you a great deal of status and respect

_____ 11. Variety - being engaged in many different activities or problems

_____ 12. Routine Activity - doing work that is organized and uncomplicated, with the same tasks being repeated

_____ 13. Physical Activity - being able to move about and use physical strength

_____ 14. High Achievement - being able to do things of importance or to succeed on a job that is difficult

_____ 15. Competition - having a chance to compare work and progress against those of other people

JOBS: HIS OR HERS?

Consider the following list of occupations. In the blank to the left;

Mark M if you think this job should be done by men

Mark W if you think this job should be done by women

Mark O if you think this job is appropriate for either men or women.

_____ Forest Ranger
_____ Airplance Mechanic
_____ Plumber
_____ Chemist
_____ Poet
_____ Secretary
_____ Hotel Manager
_____ Pilot
_____ Author
_____ Bookkeeper
_____ Real Estate Salesperson
_____ Bank Manager
_____ Politician
_____ Nursery School Teacher
_____ Marriage Counselor
_____ Aeronautical Engineer
_____ Basketball Coach
_____ Psychiatrist
_____ Television Producer

_____ Musician
_____ Computer Operator
_____ Welder
_____ Accountant
_____ Truck Driver
_____ Lawyer
_____ Doctor
_____ Restaurant Cook
_____ Police Officer
_____ School Principal
_____ Sports Announcer
_____ U. S. President
_____ Home Maker
_____ Heavy Equipment Operator
_____ Beautician
_____ Soldier
_____ High School Teacher
_____ Surveyor
_____ Interior Decorator

THE SELF-DIRECTED SEARCH

BY Holland

NAME_____

AGE_____ SCHOOL_____ DATE_____

Possible Occupations: List occupations you have thought about. Write your present choice in Number 1, and use Numbers 2 and 3 for ones you have liked before.

1._____ 2._____ 3._____

	R	I	A	S	E	C
On pages 4 and 5, count the **ACTIVITIES** you like and write your totals in these columns:						
On pages 6 and 7, count your **YES** answers for **COMPETENCIES** and write your totals in these columns:						
On page 8, count your **YES** answers for **OCCUPATIONS** and write your totals in these columns:						

★ ★ ★ **CLOSE YOUR BOOKLET** ★ ★ ★

Now rate **YOUR OWN ABILITIES** on each item in both of the lists to the right, as you think you are, compared to other persons your own age. Rate yourself from 1 to 7 according to this scale:

1 2 3 4 5 6 7
low average high

	Mechanical Ability (Tools and Machines)	Scientific Ability (Biology, Chemistry)	Artistic Ability (Music, Art, Drama)	Teaching Ability	Sales Ability	Clerical Ability
	R	I	A	S	E	C
	Manual Skills	Math Ability	Music or Art Ability	Friendliness	Managerial Skills	Office Skills
	R	I	A	S	E	C

To get your results, add up the 5 numbers you have for each of the letters above. Then write your TOTALS here:

R	I	A	S	E	C

Put below the letters with the three highest numbers:

(If two are tied, put both in the same space.)

SUMMARY CODE

Highest	Second	Third

These code letters refer to Personality Types which your answers indicate you may be like. Look at the written descriptions of these Personality Types and see how accurately they describe you. Then consult one of the following lists of jobs: 1. JOBS (6 classifications), 2. Occupations Finder (Holland), 3. Exploring Booklet (ACT), pages 28 to 34 to identify jobs that usually suit people whose personalities are similar to yours.

WHAT JOBS FOUND IN THESE LISTS ARE OF INTEREST TO YOU?

_____

_____

Are these jobs similar to any of those you listed under "Possible Occupations"?

PERSONALITY TYPES (HOLLAND)

(R) REALISTIC

"Pure" or extreme examples of this type are rugged, robust, practical, physically strong, and frequently aggressive in outlook; such people usually have good physical skills, but sometimes have trouble expressing themselves in words or in communicating their feelings to others. They like to work outdoors, and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people. They generally have conventional, political and economic opinions and are usually cool to radical new ideas. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife management, laboratory technician, some engineering specialties, some military jobs, agriculture, or the skilled trades.

(I) INVESTIGATIVE

These persons tend to center around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer, or meteorologist.

(A) ARTISTIC

The extreme type here is one who likes to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in problems that are highly structured or require gross physical strength, preferring those that can be dealt with through self-expression in artistic media. They resemble the Investigative type in preferring to work alone but have a greater need for individualistic expression; are usually less assertive about their opinions and capabilities and are more sensitive and emotional. They score higher on measure of originiality than any of the other types. They describe themselves as independent, original, unconventional, expressive, and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor.

(S) SOCIAL

The pure types here are sociable, responsible, humanistic, and concerned with the welfare of others. They usually express themselves well and get along well with others; they like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussion with others or by arranging and rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor.

(E) ENTERPRISING

The extreme types here have a great facility with words, which they put to effective use in selling, dominating, and leading; frequently, they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter, and television producer.

(C) CONVENTIONAL

Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and are most effective at well-defined tasks. Like the Enterprising type, they value material possessions and status. Vocational preferences are mostly within the business world and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager.

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

STUDENT EDUCATIONAL/CAREER PROFILE

Name _____ Student Number _____

Grade	School Year	Career Interests	Ed. Plan (Code)
8th	19___		
9th	19___		
10th	19___		
11th	19___		

Graduation Requirements (Class of 1984 and after)

4	Units English
2	Units Math
1	Unit American History (grade 9)
1	Unit Civics (grade 11 or 12)
1	Unit Biology (grade 10)
1	Unit Science (grade 11 or 12)
1½	Units Physical Education
½	Unit Health
7	Units Electives
19	Total Units

Note: Refer to Student Registration Booklet for course sequence and prerequisites.

EDUCATIONAL PLAN

A. Attend two-year or four-year college or university.
B. Enter armed services.
C. Pursue technical or special career training after graduation.
D. Secure employment after graduation.
E. Secure employment but not graduate.
F. Undecided at this time.

TEST INFORMATION

Achievement

Grade	Significant Areas*

Aptitude

Grade	Name of Test	Significant Areas*

Interest

Grade	Name of Test	Results
	PIES	
	SOIA	
	Holland	

*Significant scores could be either high or low percentiles which should be considered in choosing or avoiding certain careers.

NINTH		TENTH		ELEVENTH		TWELFTH	
English I	____	English II	____	English III	____	English IV	____
Phy. Ed.	____	Phy. Ed.	____	Phy. Ed.	____	_____	____
Health	____	Biology	____	_____	____	_____	____
U.S./N.C. History	____	_____	____	_____	____	_____	____
_____	____	_____	____	_____	____	_____	____
_____	____	_____	____	_____	____	_____	____
_____	____	_____	____	_____	____	_____	____

Name of Counselor _____ Telephone Number _____

Counselor: White Copy Student: Canary Copy

NAME_____

THIS JOB STUDY IS ON:_____
(name specific job)

1. What are the physical conditions of this job? (circle correct answer)

   noisy ---------- quiet
   indoor ---------- outdoor
   sitting ---------- standing
   hot/cold ---------- moderate (air-conditioned)
   regular hours ------- crazy hours

2. Would traveling away from home be required? yes or no

3. Would this job involve moving away from Winston-Salem? yes or no
   If so, would you be willing to do this? yes or no

4. What special abilities and aptitudes would you need for this job?

5. What high school courses would be helpful on this job?

6. What education would be required for this job?

7. If the job requires more than a high school education - name 3 schools where you can go for the additional training?

8. What salary might you expect to receive? (include beginning salary and salary after several years of experience)

9. What is the employment outlook for this job? (use the Occupational Outlook Handbook)

10. Name two jobs that are closely related to this job. (use the Vocational Biographies)

11. What is the name and address of the place or organization you can write to get more information?

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TENTH GRADE CAREER DEVELOPMENT PROGRAM

During the tenth grade each student completes an Educational/Career Profile for the third time. This repetition is essential in establishing the on-going nature of career choice and to avoid any possibility of tracking a student into a narrow educational plan on the basis of early decisions.

Attention to the mechanics of finding and obtaining employment is given through a classroom unit. This unit is suggested for tenth grade English classes.

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Activity: Completing An Educational/Career Profile

Directions: Contact each tenth grade student, through homerooms and with a letter sent to parents, to encourage them to schedule an appointment with a counselor on a Parent Conference Day (November 10 or 11, 1980) to discuss and update the Educational/ Career Profile with their parents. The conference would be scheduled with the same counselor who worked with the student in completing the ninth grade Profile.

Students who do not schedule conferences on Parent Conference Days will be contacted through homerooms or study halls to set up individual or small group conferences some time before official registration for senior high school takes place.

Activity: Employability Skills for Tenth Grade Students

A. Specific Objective: Each student will receive assistance in acquiring the skills necessary for finding and obtaining employment.

1. Job Sources

a. Competencies/Outcomes

(1) Each student will explore the various job sources--want ads, yellow pages, private and state employment agencies, friends and relatives, counselors and teachers, and civil service--and will learn the "cold-canvassing" technique.

(2) Each student will be able to use several of the job sources in seeking a part-time job.

b. Activities

(1) Brainstorming: Have students brainstorm the places they might look for a job. Lead a discussion on these.

(2)

(a) Show filmstrip, "Job Hunting: Where to Begin," FS-5, Part 1, "Locating Job Opportunities."

or

(b) Show filmstrip, "Before the Search Begins," FS-1.

or

(c) Show filmstrip, "Job-Seeking Skills," FS-6.

(3) "Using Job Sources," A-1.

c. Supplementary Activities

(1) "Getting Ready to Look," Finding Your First Job, B-7, page 19.

(2) "Getting Job Leads," The Job Hunt, B-2, page 2.

(3) "What Are Want Ads?" Using the Want Ads, B-4, page 6.

(4) "Help Wanted Abbreviations," Me and Jobs, B-3, page 23.

(5) "Eight Kinds of Want Ads," Using the Want Ads, B-4, page 8.

(6) "Using Help Wanted Ads," Me and Jobs, B-3, page 25.

(7) "Finding Help Wanted Ads That Fit Categories," Me and Jobs, B-3, page 27.

(8) "Want Ads That Interest Me," Me and Jobs, B-3, page 29.

(9) "Books for Employment Information," Me and Jobs, B-3, page 30.

(10) "Yellow Page Finger-Walking for Jobs," Me and Jobs, B-3, page 34.

(11) "Getting Job Information on the Phone," Me and Jobs, B-3, page 36.

(12) "The Microfiche," Me and Jobs, B-3, page 45.

2. Following Up Job Leads

a. Competencies/Outcomes

(1) Each student will know the purpose of a resume and how to compose one.

(2) Each student will be able to write a letter of inquiry.

(3) Each student will be able to make a telephone inquiry.

(4) Each student will be able to make an in-person inquiry.

(5) Each student will know how to write a letter of application or introduction.

b. Activities

(1) Discuss with students the purpose and forms of a resume. Writing Practically, B-1, pages 84-85, is a good reference.

(2) Show filmstrip, "Packaging Your Skills: The Resume," FS-11.

(3) Have students prepare a resume.

(a) Use A-2 for a pocket resume.

(b) Use A-3 for a formal resume.

(4) Review sample letter of inquiry, A-4.

(5) Have each student write a letter of inquiry about a job in which he/she may be interested.

(6) Role Playing (phone inquiry): Have students divide into dyads and role play inquiring about a job by phone. One student should call the company asking for job information; the other should be an employee of the personnel department who takes the call. Have students reverse roles. Afterwards, base class discussion on aspects of a good telephone inquiry.

(7) Role Playing (in-person inquiry): Have students role play a situation in which they inquire about a job in person. Follow guidelines for #6 above. Discussions can emphasize "do's and don'ts" of a good in-person inquiry. Be sure students are made aware of the importance of voice tone, posture, appearance, etc.

(8) Have students do the following activities to prepare for writing a letter of application or introduction:

(a) "Adopt the Reader's Point of View," Writing Practically, B-1, pages 86-88.

(b) "Sharpen Your Skills," Writing Practically, B-1, page 89.

(9) Have students review the resumes written earlier and write good letters of application using ads clipped from newspapers.

3. The Application Process

a. Competency/Outcome: Each student will be able to complete effectively and competently a sample application form.

b. Activities

(1) "Following Directions," A-5, or "Beginning Activity," A-6.

(2) Refer students to their pocket resumes to use in completing a formal application.

(3) Show one of the following filmstrips:

(a) "Making an Application," FS-8.

(b) "Packaging Your Skills: Applications," FS-9.

(4) Using the transparencies and stencils in Getting Applications Right, K-1, and discuss the process of filling out a job application.

(5) "Application for Employment," A-7: Have students identify as many mistakes in the application as they can find. This is a copy of errors on application forms actually compiled by a company.

(6) Discuss varying types of application blanks using examples from My Job Application File, B-5.

(7) "Application for Employment," A-8.

4. The Interview

a. Competencies/Outcomes

(1) Each student will know how to prepare for a job interview.

(2) Each student will know the accepted rules of etiquette for conducting him/herself in a job interview.

(3) Each student will be familiar with questions which are frequently asked in job interviews.

(4) Each student will know what is expected of him/her in a job interview.

(5) Each student will know the acceptable methods of following up a job interview.

b. Activities

(1)

(a) Show filmstrip, "You and Your Job Interview," FS-14. Use discussion activities on page 7 of the teacher's guide.

or

(b) Show filmstrip, "The Interview," FS-4.

or

(c) Show filmstrip, "Packaging Your Skills: The Interview," FS-10.

(2) Discuss what should be done in preparation for a job interview.

(a) Brainstorm ideas with students.

(b) Use "Being Prepared," Janus Job Interview Guide, B-6, pages 8-10.

(3) Discuss questions that are typically asked in a job interview using A-9.

(4) Discuss the worksheet entitled "What Should I Say?" Me and Jobs, B-3, page 82.

(5) Have students role play job interviews in dyads.

(a) Before doing role play, have students review "Ten Points to Remember," Janus Job Interview Guide, B-6, page 5.

(b) Use pages 83-85 from Me and Jobs, B-3.

(c) Have other students critique each dyad using "What the Boss Looks for in Me," Me and Jobs, B-3, page 86, as the criterion.

(6) Discuss or act out any of the sample job interviews from the Janus Job Interview Guide, B-6. Students can be evaluated through the use of the "Think Tank" exercises at the end of each interview.

(7) Use the Janus Job Interview Kit, K-2, to structure role playing situations. (This is a more advanced activity.)

(8) Show the films, "Job Interview: Whom Would You Hire?" Parts A and/or B, F-1. (Each film lasts 17 minutes.)

(9) Invite businessmen in to the classroom to role play job interviews with students. Have students prepare ahead of time for these role plays. Volunteers for such visits are available through the DEEP project. Contact Kay Shields, School Volunteer Coordinator (telephone 727-8022).

B. Evaluation

1. Have students brainstorm while teacher lists on chalkboard the points learned from this unit--those points which will be most helpful to students in obtaining employment.

2. Have students write an essay (or a creative short story) about finding job openings and applying for a job.

C. Activity Sheets

USING JOB SOURCES

1. Cut out of the newspaper one want ad for a part-time job you'd like to have.

2. From the yellow pages of the phone book, list three companies that you feel would offer a part-time job in which you might be interested.

Job	Company	Address	Phone Number

3. Give the address and telephone number of the State Employment Security Agency.

4. List the names of three private employment agencies.

5. Find out from one relative, friend, teacher, or counselor about a part-time job for which you might apply. List the name of the company, the address, and the phone number.

POCKET RESUME FOR JOB INTERVIEW

EMPLOYABILITY SKILLS PROGRAM

This information is often asked for at a job interview. Fill out this card and take it with you when you go to apply for a job.

Social Security Number _____

Driver's License Number _____

EDUCATION

_____

School | School

_____

Address | Address

_____

Dates of Attendance | Dates of Attendance

WORK EXPERIENCE

_____

Name of Employer | Name of Employer

_____

Address | Address

_____

Job | Job

_____

Dates | Dates

REFERENCES (Be sure to ask permission before using someone's name as a reference.)

_____ _____

Name

_____

Address

_____

Telephone

_____

Name

_____

Address

_____

Telephone

George M. Smith
1432 Ford Avenue
Winston-Salem, NC 27104
Telephone: (919) 727-8181

Position Desired

Departmental Manager

Personal Data

Date of Birth: October 24, 1959
Marital Status: Single
Height: 5'10"
Weight: 170 pounds
Physical Condition: Excellent

Educational Experience

Parkland Senior High School, Winston-Salem, North Carolina; graduated June 1, 1977.

Employment Experience

McDonald's Hamburgers, Corporation Parkway, Winston-Salem, North Carolina; cook (part-time), August 1975 to June 1976; assistant manager (full-time), June 1976 to August 1976; assistant manager (part-time), August 1976 to the present. Supervisor: Howard Goode.

J. C. Penney Company, Hanes Mall, Winston-Salem, North Carolina; sales clerk, June 1975 to August 1975. Supervisor: Mary Lee.

Awards, Honors, and Organizations

Spanish Club, 1976-77
Basketball Team, 1975-76; co-captain, 1976-77
U.M.Y.F., First Methodist Church, 1971-77
Forsyth County Rescue Squad Volunteer, 1977

Interests and Hobbies

Swimming, collecting coins, and working on cars

Personal References

Mrs. Sue Smith
1434 Ford Avenue
Winston-Salem, NC 27102

Rev. Marvin Jones
First Methodist Church
Winston-Salem, NC 27101

Mr. Sam Williams, Teacher
Mathematics Department
Parkland Senior High School
Brewer Road
Winston-Salem, NC 27107

118 West Third Street
Winston-Salem, NC 27102
September 5, 19__

Mr. John Jordon
Personnel Manager
J. B. Jones Discount House
229 Parkview Street
Winston-Salem, NC 27101

Dear Mr. Jordon:

I am very much interested in your company and the opportunities for part-time employment. Presently, I am 17 years old and a tenth grade student at _____ High School and would be interested in working after school and on weekends.

If you anticipate any part-time openings in your company, would you please send me an application form.

Thank you for your consideration, and I hope to hear from you.

Sincerely,

Cynthia Westfield

FOLLOWING DIRECTIONS

True and False

This exercise is designed to see if you are reading directions. You should not answer TRUE and FALSE to the following questions. TWO POINTS will be subtracted for every answer you write down.

1. _____A student should always read the directions on written tests.

2. _____Always read the directions slowly and carefully so that you understand how to complete an assignment.

3. _____If the teacher asks you to write in complete sentences, periods and capitals are not necessary.

4. _____Read the instructions carefully to find out if you are supposed to write down the entire sentence or just a one-word answer.

5. _____Reading directions is especially important in cooking where you must follow a recipe.

BEGINNING ACTIVITY

Please follow directions carefully.

1. Write your name in the upper right-hand corner of this sheet.
2. Write today's date in the upper left-hand corner of this sheet.
3. Mark the score you would like to make on this activity in the center of the top of the page.
4. Read the remaining directions carefully before proceeding further with the activity.
5. Write your middle name in parentheses under your name in the upper right-hand corner.
6. Raise your hand until the group leader acknowledges you.
7. Draw a one inch square in the lower right-hand corner of this sheet.
8. Divide this square into four equal parts.
9. Stand up so that the teacher can see when you have reached this point in the activity. Sit down when the leader acknowledges you.
10. Make an "X" in the two lower divisions you made in the square at the bottom of the page.
11. Say aloud: "I am on number 11 now."
12. Make dollar signs in the upper two divisions of the square at the bottom of the page.
13. Announce the name of your homeroom teacher to the group.
14. Lightly knock on your desk in front of you three times.
15. Disregard all instructions given in items 5-14.
16. Keep your paper face up in front of you until the group leader asks for it.

A-7

APPLICATION FOR EMPLOYMENT

PLEASE PRINT

Name Farmer, Norma Jean Date 11-19-77

Social Security Number [redacted] Age 32 Date of Birth 10-1-46

Address 2609 Healey Avenue, Winston Salem, N.C.

Position Desired typist Full-time ___ Part-time ___ Summer ___

Salary Expected ?

Check one of the following: ___Single ___Married ___Widowed ___Separated ___Divorced

Do you type? ___Yes ✓No

Citizenship Good

Number of Children Marie, Dudley, Vivian, & James Ages 14, 12, and the baby is 3 mo.

Family	Name	Occupation	Employer
Father	Herman Johnson	milkman	Golden Guernsey Diary
Mother	Helen Johnson	cosmetics	Heavenly Blush Cosmetic
Husband/ Wife	Sam Farmer	repairman at Ice & Dairy Products, Inc.	wheels and

Education	Name of School	City/State	Years Completed	Major
Senior High	North Forsyth	W.S. N.C.	12	academic
Bus./Tech. or College	Sharp Business	Denver,	didn't	bookkeeping
Other				

Employment Experience (List most recent job first.) disagreement over [illegible]

Started Mo. Yr.	Left Mo. Yr.	Firm Name	City/State	Supervisor	Reason for Leaving
4/72	5/72	Knitting Mills Inc.	Walkertown	"Butch"	resigned,
10/73	1/76	Golden Nugget	Denver	Pearl	Work
4/76	present	Home Health Care	W.S.	"Smiley" Prophet	no opportunity for advancement

Personal References (List two, other than previous employers)

Name	Address
Herman Johnson	1108 Oak Street, W.S. N.C.
"Smiley" Prophet	Lasore

Norma Jean Farmer
Signature of Applicant

KEY to ERRORS

RULE: ALWAYS FOLLOW DIRECTIONS.

1. Used script instead of printing.
2. Wrote names of children instead of number.
3. Gave ages of only three children.
4. Wrote only name of city, not city and state.
5. Should have listed most recent employer first.
6. Used name of supervisor as a reference instead of personal reference.
7. Printed signature instead of writing it and changed middle name.
8. Did not check marital status as requested.

RULE: BE PREPARED TO FILL OUT APPLICATIONS. Have with you a pen that writes, your social security card, the history of your employment and education, and the names of your references.

1. Used a pen that did not write; scribbled in margin.
2. Did not know social security number.
3. Did not know last names of supervisors.
4. Did not have addresses of references.

RULE: BE HONEST; FILL IN APPLICATIONS CORRECTLY AND HONESTLY.

Birthdate does not correspond with age.

RULE: WHEN A QUESTION DOES NOT APPLY OR ANSWER IS UNKNOWN, A SMALL, STRAIGHT LINE (-) SHOULD BE DRAWN IN THE BLANK TO INDICATE THAT THE QUESTION DOES NOT APPLY. The small, straight line indicates that you responded to the question and did not avoid it.

RULE: WHEN WILLING TO NEGOTIATE SALARY, THE WORD "OPEN" SHOULD BE WRITTEN IN THE BLANK.

RULE: WRITE SMALL ENOUGH TO GET INFORMATION REQUESTED IN BLANKS.

1. Occupation should be one- or two-word title.
2. Reason for leaving should be a brief, positive statement that can be written in space (e.g., better opportunity).

RULE: ALWAYS SPELL CORRECTLY.

1. Dairy, not Diary.
2. Academic, not Acedemic.
3. Bookkeeping, not Bookeeping.

APPLICATION FOR EMPLOYMENT

Position Desired_____ Date_____
Date Available_____ Salary Desired_____
(Print) Name_____ Social Security Number_____
Last First Initial

Address_____ Telephone Number_____
Street City State Zip

Check One: Own Home_____ Rent Home_____ Rent Room_____ Live with Parents_____
Number of Years At This Address_____ Other Addresses In the Last_____

Check One of the Following: Single___ Married___ Separated___ Divorced___ Widowed___
Name of Spouse_____ Occupation_____ Number of Dependents_____

U. S. Military Service: Dates_____ to_____ Branch_____ Rank_____

Height_____ Weight_____ Health: Excellent____ Good____ Fair____ Poor_____
Any Disabilities?____ If so, list._____

Have you ever pleaded guilty or been found guilty of a felony?_____
If so, explain on the back side of this application.

U. S. Citizen: Yes____ No___ Foreign languages you read, speak, or write_____

Education: Circle highest completed. 6 7 8 9 10 11 12 College 1 2 3 4 5

Name and address of high school_____

Name and address of college or technical school_____

Work Experience: List last three employers, with last one listed first.

Month & Year From To	Employer and Address	Salary	Position	Reason for Leaving

References: List three persons, not relatives or former employers.

Name	Address	Occupation	Years Known

I declare all information on this application to be true. I understand that incorrect information will void this application and be grounds for dismissal. I give permission to investigate all statements. I will take the required physical examination.

Signature_____ Date_____

JOB INTERVIEW QUESTIONS

The following questions or similar ones may be asked in a job interview. Think about how you might answer each one.

1. Tell me what you think a person does in the job for which you are applying?
2. What kind of preparation or qualifications do you have for this job?
3. What kind of courses did you take in high school, technical school, or college?
4. How would you rate your school achievement? (Grades, grade point average, rank in class, etc.)
5. About how many days were you absent from school during the tenth, eleventh, and twelfth grades? From your last job? What were the reasons for these absenses?
6. Do you plan on future education?
7. Have you made application for a job elsewhere?
8. Tell me about your past employment. (Duties, likes and dislikes, reasons for leaving)
9. Why do you want to work for this company?
10. What do you feel are your best qualities? Your shortcomings?
11. Do you prefer working with others or by yourself?
12. Can you take instructions or criticism without feeling upset?
13. What is a book you recently read?
14. Would you be willing to work overtime?
15. Are there any questions you would like to ask?

D. Bibliography

1. Books

B-1 Berbrick, Joan D., Writing Practically. New York: Amsco School Publications, 1976.

B-2 Hendricks, Robert. The Job Hunt. Chicago, Illinois: Coronet Instructional Media, 1974.

B-3 Hooker, Dennis and Almut Fleming. Me and Jobs. New York: Educational Design, Inc., 1974.

B-4 Jew, Wing et al. Using the Want Ads. Hayward, California: Janus Book Publishers, 1977.

B-5 Kahn, Charles et al. My Job Application File. Hayward, California: Janus Book Publishers, 1977.

B-6 Livingstone, Arnold. Janus Job Interview Guide, revised edition. Hayward, California: Janus Book Publishers, 1977.

B-7 McDaniels, Carl. Finding Your First Job. Boston, Massachusetts: Houghton Mifflin Company, 1975.

2. Filmstrips

FS-1 "Before the Search Begins," from Goofy Goes to Work series. Burbank, California: Walt Disney Educational Media, 1976.

FS-2 "Entering the Working World." Altoona, Pennsylvania: Butterick Publishing, 1975.

FS-3 "Finding and Getting a Job." Chicago, Illinois: Society for Visual Education, 1974.

FS-4 "The Interview," from Goofy Goes to Work series. Burbank, California: Walt Disney Educational Media, 1976.

FS-5 "Job Hunting: Where to Begin." Pleasantville, New York: Guidance Associates, 1972.

FS-6 "Job-Seeking Skills," from Job Survival Skills kit. Chicago, Illinois: Society for Visual Education, 1973.

FS-7 "Jobs for High School Students." Pleasantville, New York: Guidance Associates, 1975.

FS-8 "Making an Application," from Goofy Goes to Work series. Burbank, California: Walt Disney Educational Media, 1976.

FS-9 "Packaging Your Skills: Applications," from Job Survival Skills kit. Chicago, Illinois: Society for Visual Education, 1973.

FS-10 "Packaging Your Skills: The Interview," from Job Survival Skills kit. Chicago, Illinois: Society for Visual Education, 1973.

FS-11 "Packaging Your Skills: The Resume," from Job Survival Skills kit. Chicago, Illinois: Society for Visual Education, 1973.

FS-12 "Personal Appearance," from Job Survival Skills kit. Chicago, Illinois: Society for Visual Education, 1973.

FS-13 "What You Should Know Before You Go to Work." Pleasantville, New York: Guidance Associates, 1975.

FS-14 "You and Your Job Interview." Pleasantville, New York: Guidance Associates, 1975.

3. Film

F-1 "Job Interview: Whom Would You Hire?" Part A, three women; Part B, three men. Los Angeles, California: Churchill Films, /n.d./.

4. Kits

K-1 Getting Applications Right. New York, New York: Scholastic Book Services, 1973.

K-2 Jew, Wing and Robert Tong. Janus Job Interview Kit. Hayward, California: Janus Book Publishers, 1976.

CAREER DEVELOPMENT PROGRAM

11TH - 12TH GRADES

A COMPONENT OF THE DEVELOPMENTAL GUIDANCE PROGRAM

Dr. Jeanne A. Atkinson, Superintendent
Fred B. Johnson, Asst. Superintendent
for Personnel Services

WINSTON-SALEM/
FORSYTH COUNTY SCHOOLS

ELEVENTH GRADE CAREER DEVELOPMENT PROGRAM

Eleventh grade students will have completed an Educational/ Career Profile three times previously, and they will update and revise a Profile once more during this year. It is especially important for juniors to check carefully that they are meeting all graduation requirements and any entrance requirements for institutions of higher education as they select courses for their senior year. Individual conferences for completing the Profile should be available for all juniors who request them.

Juniors should also be encouraged to take advantage of the extensive battery of career development inventories available to them. The Strong-Campbell, Interest Inventory, the Harrington O'Shea System of Career Decision-Making, the Gordon Occupational Checklist, and the Hall Occupational Orientation Inventory are available to any senior high school student wishing to consider career plans in greater depth.

A classroom unit in Job Retention Skills is another focus of the Career Development Program at the eleventh grade. This unit deals with the human relations aspects of succeeding in a job, communicating with co-workers and supervisors, and increasing one's chances for advancement.

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Activity: Employability Skills for Eleventh Grade Students

A. Specific Objective: Each student will be assisted in understanding the relationships between self-concept, interpersonal relations, communication, and successful employment.

1. Understanding Self in Relation to Employment

a. Competencies/Outcomes

(1) Each student will examine his/her motivations for working and his/her attitudes toward work in general.

(2) Each student will develop a personal awareness of him/herself in relation to employment opportunities.

b. Activities

(1) Have students complete worksheet (A-1), "What Do I Want from Work?"

(2)

(a) Provide students with a list of definitions of work (A-2) and have them identify those similar to their own feelings.

or

(b) Provide students with quotations about work (A-3) and have them elaborate either orally or in writing on one quotation.

or

(c) Have students find quotations about work. They can write paragraphs or themes defending or attacking the quotation they chose, or they may present the arguments orally.

(3) Discuss the possible differences between what an individual may be seeking from employment and what the employer may be seeking from the individual.

(4) Have students begin thinking about the contributions they can make to an employer with one of the following activities:

(a) Arrange students in small groups, providing construction paper and colored pens. Ask each student to compose a paragraph advertising him/herself to a prospective employer.

or

(b) Arrange students in small groups. Before meeting with groups, have each student write a character description of him/herself including all characteristics that would be of interest to a prospective employer.

(5)

(a) Students share self advertisements within the small groups. Ask the students to react to each others ads, offering other positive traits seen in each other which would be good employability characteristics. (Teacher should move from group to group to assure positive reactions.)

or

(b) Have students in the small group proofread each other's descriptions for grammatical errors and also to add other positive employability traits which they see in each other. (Teacher moves from group to group.)

(6) Return to large group and use the following questions as guidelines for (a) a class discussion or (b) writing assignments for homework:

(a) How do other people influence the way we feel about ourselves? (Ask for examples from today's activity.)

(b) Were you comfortable discussing your positive attributes?

(c) What is the difference between self-awareness and bragging?

(d) Does a bragger have a good self-concept?

(e) Why is a person with a strong self-concept more likely to get a job than an individual with a weak self-concept?

(f) Discuss the roles people are expected to assume in day-to-day life. (Be sure to include those of employee and coworker.)

2. Establishing a Working Relationship with the Supervisor

a. Competencies/Outcomes

(1) Each student will develop skills in establishing and maintaining a productive working relationship with his/her supervisor.

(2) Each student will understand the importance of official lines of authority and communication within an organization.

b. Activities

(1) Brainstorm: What are the characteristics of a good supervisor? What qualities should a supervisor have in order to carry on a good working relationship with his/her employees? (Teacher lists on chalkboard the characteristics given by students.)

(2) Teacher paraphrases the following: You as an employee have an equal responsibility to carry on this good working relationship. What can you do to contribute to the good working relationship with your employer?

Teacher directs the discussion to include the following employee contributions:

(a) Know to whom you are directly responsible.

(b) Never be late or absent without good reason.

(c) Let the supervisor know if you will be late or absent.

(d) Learn how the supervisor views your job responsibilities.

(e) Expect to perform jobs other than those for which you were hired.

(f) Respect the chain of command.

(g) Follow grievance procedures for your complaints.

(h) Do not overreact.

(i) Quit only for a good reason.

(j) Give sufficient notice if you plan to quit.

(3) Show filmstrip, "You and Your Supervisor," from Job Survival Skills.

(4) After viewing the filmstrip, have a class discussion or make a homework writing assignment. The discussion or writing assignment should include the mistakes made by the employees in the filmstrip, the importance of punctuality, possible conflicts with personal life and jobs, how to solve these conflicts, stereotyping of women and minorities in work situations, and how the problems of Dave and Cynthia could have been avoided.

(5) Role Play: You are working in a day-care center. Your supervisor tells you to clean up a mess a child has made. What would you do?

(6) Films "Your Job: You and Your Boss" and "Basic Job Skills: Handling Criticisms."

(7) With the cooperation of the counselor, use any of the activities in Unit 19, "Authority," of the Senior High Innerchange kit or in Unit 8, "The Helping Relationships." Circle Sessions:

(a) Unit 19: "Authority"

1. "Someone in Authority Whom I Respect"
2. "A Time When I Didn't Want Any Supervision"
3. "A Time I Was Glad I Had Supervision"
4. "A Time When I Was the Leader"
5. "A Time When a Leader Expected the Most from Me"
6. "Taking and Giving Up Control"
7. "Three Kinds of Authority"
8. "Me and Control"

(b) Unit 8: "The Helping Relationships"

1. "I Got Some Help I Didn't Want"
2. "It Was Hard to Ask for Help, But I Did It Anyway"

(8) Puzzle (A-4), "The Boss May Not Always Be Right, But He or She Is Always the Boss."

3. Establishing a Working Relationship with Coworkers

a. Competencies/Outcomes

(1) Each student will develop skills in establishing a productive working relationship with coworkers.

(2) Each student will develop skills involved in being a part of an organization or a group.

b. Activities

(1) Teacher paraphrases the following introduction to today's session: Besides getting along with your supervisor, you must establish good working relationships with your coworkers. You must be prepared to adjust to the varied behaviors and personalities of your coworkers.

(2) Pass out handouts describing the following eight types of co-workers (A-5):

(a) The Motivator - It is this one's duty to let employees know what a lousy place this is to work and how he/she hates everything. This advice you don't need.

(b) The Daredevil - He/she pushes you to stand up for your rights and to let the boss know where you stand. His/her only courage is yours.

(c) Mr./Ms. Inside Scoop - This one clues you in on all the gossip and has strong opinions. Don't let him/her think for you.

(d) The Loner - "Leave me alone and I'll leave you alone." This coworker is no help at all.

(e) The Joker - He/she plays practical jokes and horses around at the expense of work and rules.

(f) Mr./Ms. Get-By - This coworker does only enough to get by. This is no example to follow.

(g) Mr./Ms. Congeniality - This coworker is perfectly willing to help and is talkative and friendly. You soon learn that all he/she does is talk while the work sits.

(h) Mr./Ms. Know-It-All - The expert. If you imitate him/her, all the other coworkers will avoid you, too.

(3)

(a) Have the class discuss the coworker types and how to effectively interact with them.

or

(b) Assign each of the coworker types to a small group and ask the groups to devise a role-playing situation that would both characterize the type and show how to effectively interact with them.

(4) Use filmstrip "You and Your Coworkers" from Job Survival Skills.

(5)

(a) Cooperation Exercise: Arrange the class into small groups of approximately five per group. Hand out a baseball, masking tape, scissors, cards, and string (optional). Ask each group to build a construction that will support the weight of the baseball. The group who builds the highest construction will win.

or

(b) Use the Cooperation Puzzle Activity from Job Survival Skills.

or

(c) Use the activity "Dimensions of Cooperation," from the Winston-Salem/Forsyth County School Counselors' Guidance and Counseling: A K-12 Developmental Program (p. 120).

(6) Discuss group roles using either Group Member Behavior List (A-6) or Satir's "Patterns of Communication" (A-7) depending on the ability of the group and the amount of time available.

(7) Use film "Dealing with Problem People."

(8) Have students read sports stories or other incidents in which a person credits other members of a team or group for success.

4. Coping with Conflict

a. Competency/Outcome

(1) Each student will learn techniques in dealing with conflict.

b. Activities

(1) Use filmstrip, "From Which Point of View," from Job Survival Skills.

(2) Role play (A-8).

(3) Discuss conflict within a group (A-9).

(4) Have students read and discuss stories about people dealing with conflicts with others. Focus on the method for resolving the conflict.

(5) Have students write "Dear Abby" letters about conflict situations (particularly those related to employment). Allow other students to respond to these letters.

(6) Coping with Conflict Discussion Activity (A-10).

(7) With the cooperation of the counselor, the following activities from Unit 17, "Problem Solving," and Unit 37, "Conflict Management," from the Senior High Innerchange kit may be used. Circle Sessions:

(a) Unit 17: "Problem Solving"

1. "I Solved a Problem Effectively"

2. "When the Easy Way Out Made Things Worse"

3. "When People Try to Solve Each Other's Problems"

(b) Unit 37: "Conflict Management"

1. "When Someone Wouldn't Accept My Point of View"

2. "I Was Angry at One Person and Took It Out on Someone Else"

3. "Three Kinds of Conflict"

4. "Everyone's Got a Point of View"

5. "Conflicts I've Managed"

5. The Importance of Communication Skills in Successful Employment

a. Competency/Outcome

(1) Each student will understand the relationship between good communication skills and successful employment.

b. Activities

(1) Use the following questions to discuss the role communication played in the Cooperation Exercise:

(a) Were ideas shared?

(b) How well were instructions given when building the structure?

(c) Besides the spoken word, what other factors contributed to successful communication of ideas?

(d) How is communication used in work situations?

(e) Did your group work well together? Why or why not?

(2) The teacher should paraphrase the following ideas: Problems are often caused on the job by miscommunication. Instructions are given poorly or instructees are poor listeners. Messages are misinterpreted by individuals. Rumors and gossip run rampant among employees.

(3) Class Activity, The Gossip Game: The teacher sends four people out of the room without explanation. The students are called in one at a time. The teacher gives the following message to the first student who must then relay it to the next. The fourth student must deliver the message to the class.

The message: "Bill Thompson, who works in the main office, said he heard that the company's not doing so well and may have to lay off about a hundred employees! Every department will have to give up three people, and working hours will be cut for the rest. Some of the supervisors are going to get the ax, which means that we may all wind up with a new boss before this is all over. I'll bet our six percent pay raise is out the window, too!"

(4) Use the following questions for class discussion or as written homework or classwork assignments:

(a) Was there a change in the message? How and why did it change?

(b) Were questions asked by the participants? Would questions have helped? Why do people fail to ask questions about instructions they don't understand?

(c) Can you think of sample incidences when misinformation could hamper your work on the job?

(d) How can you reduce the possibilities of getting the wrong information?

B. Evaluation

1. Have students brainstorm while teacher lists on chalkboard the points learned from this unit--those points which will be most helpful to students in their roles as employees.

2. Have students write an essay on the role of a good employee incorporating as many of these points as possible.

C. Activity Sheets

WHAT DO I WANT FROM WORK?

Check some of these work values which are most important to you. Indicate the work values least desirable to you with an "X."

_____ Adventure - doing exciting activities, being in new or uncertain situations; engaging in competition.

_____ Creativity - producing something artistic, creative, or imaginative.

_____ Money - being well paid; being able to afford many of the luxuries of life.

_____ Security - having a steady job from which you are unlikely to be fired and in which you are unlikely to receive public criticism.

_____ Independence - being your own boss; being able to follow your own convictions and doing the job the way you want without someone watching over you.

_____ Using Your Mind - solving complex questions requiring thought; applying concepts and knowledge to problems.

_____ Working with Tools or Machines - having a job where you can use your hands, machines, or tools to make or repair things.

_____ Working with or Helping People - working in close contact with people; being able to comfort and assist others through your work.

_____ Leadership - being responsible for and directing the work of others; making decisions affecting others; managing.

_____ Prestige - having a job which gives you a great deal of status and respect.

_____ Variety - being engaged in many different activities or problems.

_____ Routine Activity - doing work that is organized and uncomplicated, with the same tasks being repeated.

_____ Physical Activity - being able to move about and use physical strength.

_____ High Achievement - being able to do things of importance or to succeed on a job that is difficult.

WORK

1. Work is a bore. It takes away from the things you really want to do.

2. Work is a challenge. It means being given chances to try new things and to learn new things about yourself.

3. I don't know what work is, but for some reason it scares me.

4. Who cares what work is? You have to do it, so you do it.

5. I like the idea of going to work. It means being around people all the time. It sounds OK.

6. Work means money, and money means freedom. I can't wait until I'm on my own.

7. When you work you always have to do what you are told. Who needs that?

8. I know what I want to do for a living, and I can't wait to start doing it. Whatever I do, I like to do it well.

9. I want to go out and work. It means people won't look at me as though I'm a kid any more. I'll be an adult and people will look up to me.

WORK IS...

"A remedy against all ills." Charles Baudelaire

"A high and human function... the most dignified thing in the life of man." David Ben-Gurion

"A dangerous disorder affecting high public functionaries who want to go fishing." Ambrose Bierce

"The grand cure for all the maladies and miseries that ever beset mankind." Thomas Carlyle

"A life purpose." Thomas Carlyle

"Love made visible." Kahil Gibran

"Paid struggle." Max Gralnick

"The greatest thing in the world, so we should always save some of it for tomorrow." Don Herold

"Something... which must be done, whether you like it or not." James Russell Lowell

"The law of life and its best friend." Lewis Morris

"What you do so that sometime you won't have to do it anymore." Alfred Polgar

"To work is to pray." Saint Augustine

"Work brings its own relief;
He who most idle is
Has most of grief." Eugene Fitch Ware

"I don't like work--no man does--but I like what is in work--the chance to find yourself. Your own reality--for yourself, not for others--what no other man can ever know." Joseph Conrad

COMMUNICATING WITH YOUR BOSS

Puzzle

Fill in the spaces to get the important message. Use the Key below to find out which letter belongs in each space.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

W	X	Y	Z
23	24	25	26

T H
20 8 5 2 15 19 19 13 1 25 14 15 20 1 12 23 1 25 19 2 5

18 9 7 8 20 2 21 20 8 5 15 18 19 8 5 9 19

1 12 23 1 25 19 20 8 5 2 15 19 19

SOME PEOPLE WITH WHOM YOU MAY BE WORKING

You may recognize some of the following personality types in people with whom you work. Being able to recognize these types and being prepared to work with them will be valuable skills.

THE MOTIVATOR - It is this one's duty to let employees know what a lousy place this is to work and how he/she hates everything.

THE DAREDEVIL - He/she pushes you to stand up for your rights and to let the boss know where you stand. His/her only courage is yours. He/she would never do what you are being encouraged to do.

MR./MS. INSIDE SCOOP - This one clues you in on all the gossip and has strong opinions about everybody and everything.

THE LONER - "Leave me alone and I'll leave you alone." This coworker prefers solitude and isolation and neither gives nor asks for help.

THE JOKER - He/she plays practical jokes and horses around at the expense of work and rules.

MR./MS. GET-BY - This coworker does only enough to get by. He/she can't understand why anyone ever does more than a bare minimum.

MR./MS. CONGENIALITY - This coworker is perfectly willing to help and is talkative and friendly. You soon learn that all he/she does is talk while the work continues to pile up.

MR./MS. KNOW-IT-ALL - The expert. He/she knows how to do everything and can do it better than anyone else. He/she doesn't hesitate to let everyone know it either.

GROUP MEMBER BEHAVIORS

In a small group (5-6 people) discuss a topic of concern and make yourselves come to an agreement. Suggestions for topics could include planning a party, selecting a gift for a mutual friend, planning a strategy for dealing with a thief in the classroom, drafting a bill or resolution, etc.

As the group operates, try to be conscious of your behavior as a group member and see if you can label your role using these terms. This is not a complete list, and you may be able to add other roles.

Task-Directed Behaviors	Maintenance Behaviors	Self-Centered Behaviors
Goal setting/ energizing	Encouraging	Aggression
Information seeking/giving	Following	Dominating
Opinion giving/seeking	Harmonizing	Recognition-seeking/self-confessing
Coordinating/ summarizing	Gatekeeping	Blocking
Recording moving/shaking	Standard setting	Shoulder crying
Evaluating	Group observing	Playing
Elaborating		Daydreaming/ doodling

Types of behavior group members demonstrate are of three different types:

1. Task-directed behaviors: behaviors which help move a group toward task accomplishment.

2. Maintenance behaviors: behaviors which refer to the changing network of relationships and interactions taking place among group members in getting a task done.

3. Self-centered behaviors: those behaviors for which satisfaction is sought regardless of group needs.

PATTERNS OF COMMUNICATION*

The following patterns of communication are typical of the roles people play in dealing with each other.

Form a small group (5-6 people) to discuss a topic of concern and make yourselves come to an agreement in a definite amount of time. Suggestions for topics could include planning a party, selecting a gift for a friend, planning a strategy for dealing with a thief in the classroom, drafting a bill or resolution, etc.

Before discussion begins, assign one of the following roles to each group member. Have him/her play that role throughout the discussion.

After the discussion, have the group try to decide which role each was playing.

PLACATOR - You don't want anyone to get mad. You don't impose; you aren't selfish. You want everyone to agree and be happy. "Please forgive me..." "I'm sorry..." "I didn't mean to..."

BLAMER - Attack first; always be on the offensive. Be the boss. You want everyone to see you as strong. "You never do anything right." "What's the matter with you?" "Don't you know anything?"

COMPUTER - You show your self-worth by using big words. You are cool, superreasonable, and don't show your feelings. You try to be more an observer than a participant by remaining aloof. "If one were to observe carefully, one might notice that..." "It appears to me that given the circumstances of this complex situation..." "I wish to render an apology..."

DISTRACTOR - You do not feel capable of dealing with the topic or for some other reason prefer to ignore it. You won't be serious; you say and do irrelevant things. You squirm, look away, or try to direct other's attention to something else. Nothing you say has anything to do with the subject or makes any sense.

LEVELER - You talk "straight." You say what you honestly believe. It is important to you that other people understand your thoughts and that you understand theirs. You are relaxed and real. Your body language says the same thing as your voice. "I like you." (said with real warmth and a smile) "I am furious." (said with a harsh voice and a glare).

*Adapted from Virginia Satir's Peoplemaking.

ROLE PLAY

LEARNING DESIRED: Handling a Conflict Situation

OBJECTIVES: To gain skill in resolving conflict.

To understand opposition in group discussion as normal and desirable for presenting all sides of an issue.

NEEDED: Two role players, two observers, and group

TIME: 15 minutes

METHOD: Two people take roles of opposition. As they role play conflict, members of the group try to help them resolve the situation. At five minutes action is halted and observers give group members suggestions for improving their helping behaviors. Action is resumed for five minutes more and observers comment on effectiveness of new behavior.

A suggested role-play situation would have one employee confronting another for working so hard that he/she was making everyone else appear lazy. The hard-working employee is new and is generating a great deal of resentment among older employees. The new employee is really interested in doing a good job and is enjoying his/her work and is not conscious of the resentment.

In the discussion of the entire group after the role play, include some comments on how the feelings of group members were affected by the conflict. Discussion should not deal with the content of the conflict but should focus on feelings generated and behaviors which helped or hindered.

If time permits, a change of role players and a new situation will promote learning.

CONFLICT WITHIN A GROUP

Several kinds of conflict within groups can be identified. Conflict occurs when:

- there are strong dislikes between members.
- subgroups or cliques form.
- there is anxiety producing uncertainty or tension.
- leadership operates in restrictive or authoritarian patterns.
- there are struggles for power and influence.

Group responsibilities in handling conflict include:

- showing respect for all points of view and holding all members to that rule.
- asking questions which point out the differences and bring all the angles out into the open.
- summarizing issues involved and restating points of view.

A Step-by-Step Problem-Solving Process

1. Define the problem. Look at it carefully in terms of the resources available for its solution and the conditions that are involved in the problem itself.
2. Propose as many solutions as possible but do not evaluate them at this time.
3. Weigh all alternatives in terms of possible consequences if adopted. When discussing possible consequences include how members might feel about this solution as well as what they might know about consequences.
4. Test through discussion. Determine what the alternative will require in action from individual members as well as from the group. This tells whether or not the group is in a position to act in the way the decision will require them to act.
5. Decide. Organize immediately to carry out the action outside the meeting. Assignments to individuals and/or subgroups need to be made and accepted.
6. Provide for an evaluation of the results of the decision.

COPING WITH CONFLICT DISCUSSION ACTIVITY

The class members move desks into a circle. Ground rules: four students will respond to the same question. The other members of the class will listen carefully to the answers given and evaluate each answer by holding up one of five cards. Cards are printed in large letters so that they are easily visible to the entire class; each class member has a pack of the following five cards:

1. IN - The answer given was sincere, and I agree with the answer.

2. IN BUT I DISAGREE - The answer given was sincere, but I disagree with the answer.

3. GROUP PLEASER - The answer was insincere and an attempt to please the class.

4. TEACHER/COUNSELOR PLEASER - The answer was insincere and an attempt to please the teacher.

5. COP OUT - The answer was insincere and an attempt to please no one.

The four students who have had their answers evaluated challenge one student each in turn. For example: "Why do you feel that my answer was a GROUP PLEASER?"

The student being challenged must first state objectively what the other student had shared in his answer before presenting his own point of view.

The discussion activity moves on in a clockwise movement to the next four students for the second question.

The questions should be broad enough to allow at least four different points of view. Students are encouraged to ask students who have answered a question or the teacher who has presented the question to repeat, reword, or restate either the answer or the question.

<u>Suggested Questions</u>

1. By the year 2000, job conditions will reflect basic trends in the work force itself--an older more self-assured group than today. In addition, more women will be active in dual-career families where the working father will share housekeeping responsibilities. Take the position for one of these four:

   a. You are 35, doing a good job. You had hoped for a promotion because your boss would be retiring. He will work for at least five more years. What will this mean to you?

   b. You are 65, doing a good job, and you will not be forced to retire. What will this mean to you?

   c. You are 30, doing a good job as wife, mother, and personnel officer. You call your husband and tell him you will be late. You will be tied up in an important meeting at the office. You are having guests for dinner; you ask your husband to clean up and to start dinner. What impact does this arrangement have on you, your husband, or other members of your family?

2. Absenteeism can be habit forming. Absenteeism can lead to feelings of "I'm not O.K." simply because you don't know what is going on or because your co-workers have gotten accustomed to doing without you. Absenteeism can make you blame the wrong source for your problem. Absenteeism can result in co-workers or the boss having little patience with you. Please explain what one of these statements means to you.

3. Let's talk about watch-watchers and clock-watchers. Watch-watchers get work in ahead of time. They work, work, work to stay on schedule. They work under a great deal of stress and are often tense. On the other hand, clock-watchers are punctual about break, when to go home, to lunch, or when they are due some time off. Work is not viewed as stressful; they are more relaxed.

   a. Are you a watch-watcher or a clock-watcher?

   b. Describe a job rule where you frequently find a watch-watcher or a clock-watcher?

   or

   c. You have hired a clock-watcher and a watch-watcher. Describe the positions each will have in your company.

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Job Survival Skills. Chicago, Illinois: Society for Visual Education, 1973. (Kit: games, workbooks, and the following filmstrips: 1. Introduction; 2. Education and Training; 3. From Which Point of View; 4. Self-Concept and Employment; 5. Communication; 6. You and Your Supervisor; 7. You and Your Coworkers; 8. Job-Seeking Skills; 9. Personal Appearance; 10. Resume; 11. Application; 12. Interview; 13. Summarizing)

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TWELFTH GRADE CAREER DEVELOPMENT PROGRAM

The goal of the Career Development Program is to assure the appropriate placement of every senior in either a post-secondary educational setting or in a entry-level job. Early in the senior year each student will complete a Senior Survey which will indicate the kinds of assistance the student needs from the counselor during the year and will serve as a planning aid to both student and counselor in structuring their efforts for the year.

Appropriate individual or small group counseling will be provided as needed. Career development inventories such as the Strong-Campbell Interest Inventory, the Harrington O'Shea System of Career Decision-Making, the Gordon Occupational Checklist, and the Hall Occupational Orientation Inventory should be made available to those students who wish to utilize them.

Immediately before graduation time, each senior will be asked to complete a preliminary follow-up card on which he/she will indicate potential post high school plans. Seniors are also registered for the Job Placement Service if they wish. Counselors will identify the students who have not made final plans and will concentrate on assisting these students in completing their plans and facilitating their placement during the remainder of the school year and during the summer.

Study Hall

Period _____

Room _____

Teacher _____

SENIOR SURVEY

_____ _____ _____ _____ _____

(Last Name) (First Name) (Initial) (Age) (Homeroom)

TENTATIVE PLANS AFTER GRADUATION

Directions: Check the category which, at this time, seems to be the direction you are most likely to take after high school graduation.

_____ I am still completely undecided.

_____ I probably will continue my education

_____ at a technical school or community college.

_____ at a four-year college or university.

_____ at a trade or business school.

What courses or program will you study? _____

_____ I probably will go to work.

What type of work will you seek? _____

_____ I probably will volunteer for military service.

Which branch? _____

_____ I have other plans.

Please explain: _____

_____

_____

STATUS REPORT

Directions: Please check your status in each of the following areas.

I have already done this.	I am in the process of doing this.	I need to do this.	This does not apply.	
___	___	___	___	Identified my aptitudes and interest as they relate to career choice.
___	___	___	___	Thought about what I want from work.
___	___	___	___	Obtained information about occupations of interest.
___	___	___	___	Explored employment opportunities in my field.
___	___	___	___	Obtained information about appropriate schools and their entrance requirements.
___	___	___	___	Arranged to take the necessary tests for admission.
___	___	___	___	Obtained information about financial aid and registered with my school's Financial Aid Service.

PLANNING STRATEGY

Directions: List the steps you need to take toward achieving your goals and indicate a date by which you hope to have completed each step.

Completion Date

1. I will _____ by _____.
2. I will _____ by _____.
3. I will _____ by _____.

and/or

I will make an appointment with my counselor by _____ (Date)

_____ to discuss my plans individually.

_____ to participate in a group counseling experience with other seniors concerned about their plans for next year.

_____ to participate in a workshop to give me practice in applying and interviewing for a job.

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S³ DOCUMENT RESUME FORM

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AUTHOR (if applicable): Winston-Salem/Forsyth County Developmental Guidance Program

PROGRAM GRADE OR LEVEL: 7-12

PROGRAM SITE: Winston-Salem/Forsyth County Schools
Winston-Salem, NC 27102

CONTACT PERSON'S NAME: Bill Albright
ADDRESS: P. O. Box 2513
Winston-Salem, NC 27102
PHONE NUMBER: (919) 727-2912

ABSTRACT: (please type, if possible)

This guide contains detailed instructions for classroom guidance activities in grades 7 through 12 which provide a continuous, sequential career development program for all students. Units with specified objectives, suggested activities, worksheets, handouts, forms, evaluations and bibliography are provided for each grade level.

The seventh grade unit introduces the Office of Education Cluster Classification System as a basis for exploring the World of Work.

At the eighth grade the focus is on self-appraisal and decision-making. A Career Folder is begun for each student at this stage. An Educational/Career Profile on which each student plots a tentative course selection for high school is completed for the first time. A new profile will be done in grades 9, 10, and 11 to avoid tracking students.

The emphasis continues on decision-making at the ninth grade with attention to the personal interests, aptitudes, and values of each student.

A unit in Job-Acquisition Skills is provided for all 10th grade students.

Job retention skills including communication and human relations training are taught to 11th graders.

At the 12th grade the goal of the program is to assure appropriate placement of each senior in either a post-secondary educational setting or in an entry-level job. A Senior Survey form is completed by each senior early in the year which indicates the kind of assistance the student needs from the counselor and serves as a planning guide to both student and counselor in structuring their efforts for the year.